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ABSTRACT

This publication provides the final report of a planning meeting to discuss literacy programs of the Asia/Pacific Cultural Center for UNESCO (ACCU) to be carried out under regional cooperation and other materials from the meeting. The final report describes the purpose of the meeting and summarizes these presentations: opening addresses, reports, presentation and evaluation of newly produced Asian/Pacific Joint Production (AJP) Program of Materials for Neo-Literates in Rural Areas materials, suggestions for improvements and adoption of new draft AJP materials, draft plans for personnel training programs, other programs, future plans of ACCU's literacy programs, and closing addresses. An appendix contains the text of these presentations: "Learning Society: A Myth or a Reality" (Sakya); "ACCU's Regional Cooperative Literacy Programs in Asia and the Pacific: Literacy Materials Development and Personnel Training" (Miyamoto); "Bhutan" (country report by Wangdi); "Thailand" (country report by Kaewsaiha); "Vietnam" (country report by Thang); New Drafts for AJP Materials; Draft Plan of 11th Regional Workshop on the Preparation of Literacy Follow-up Materials in Rural Areas; Draft Plan on the Ninth Sending of an International Mobile Team of Experts on Neo-Literate Materials to the National Workshop in Bhutan; Draft Plan on the Second Sub-Regional Workshop on the Development of Basic Literacy Reading Materials for Adults in Asia and the Pacific; and Draft Prospectus of 1993 Dissemination Scheme of National Versions of AJP Materials; Draft Prospectus of Fourth ACCU Prizes for Fully Illustrated Literacy Follow-up Materials. Appendixes include the schedule, list of participants, agenda, general information, and opening speeches by Sakya and Misumi. (YLB)

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Report

1993 Planning Meeting on

Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas

Tokyo, 7-9 June 1993

Asia/Pacific Cultural Centre for UNESCO, Tokyo

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FINAL REPORT

FINAL REPORT

1. Introduction

The 1993 Planning Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP) was organized by the Asia/Pacific Cultural Centre for UNESCO (ACCU) based in Tokyo, Japan, with support from the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) and the Japanese National Commission for UNESCO.

The Meeting was held in the Japan Publishers Building in Tokyo from 7 to 9 June 1993. A participant each from Bhutan, Thailand and Vietnam and a representative from UNESCO PROAP attended the meeting.

List of Participants is given in the Appendix 2.

2. Purpose of the Meeting

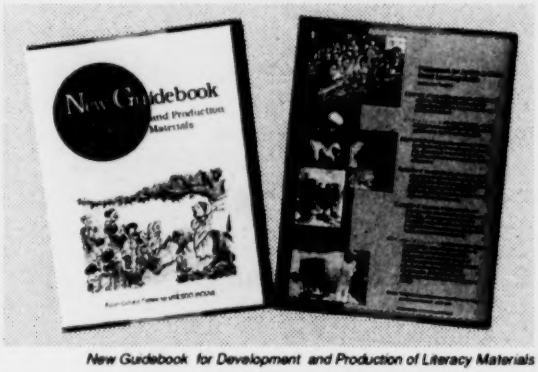
The purpose of the Meeting was to discuss literacy programmes of ACCU to be carried out under regional co-operation, such as adoption of new AJP prototype materials for neo-literates in rural areas in Asia and the Pacific and planning of workshops for training of personnel in this field, thereby contributing to the Asia-Pacific Programme of Education for All (APPEAL) carried out by UNESCO PROAP.

Opening of the Meeting

3. Opening of the Meeting

The Meeting formally opened with a welcome address by Mr. Tetsuo Misumi, Director-General of ACCU. In his opening address, he highlighted that since 1981, ACCU has placed high priority on its literacy programmes, developing 46 kinds of prototype literacy follow-up materials and organizing workshops for more than 400 experts, in view of the fact that they can directly contribute to rural development in the region and to eradication of illiteracy by the year 2000, one of the goals of APPEAL.

He happily informed on the progress since the 1992 AJP Meeting. "New Guidebook for Development and Production of Literacy Materials" was published with great reviews from Asia/Pacific region and other regions as well. Two video programmes, one in animation "Mina Smiles," and one documentary "Street Children and Literacy" were produced. These were distributed widely not only in Asia/Pacific region but other regions as well for utilization and production of national versions. He thanked the experts who kindly contributed to their development.



New Guidebook for Development and Production of Literacy Materials

Three literacy workshops at regional, sub-regional and national level were successfully organized jointly with the host countries; China, India and Mongolia. The Sub-Regional Workshop on basic literacy was financed by the Japanese Funds-in-Trust of the UNESCO PROAP.

Thanking Mr. Sakya, representing UNESCO, and other literacy experts/ organizations who have actively contributed to ACCU's regional literacy activities, he asked for even stronger support as ACCU is at a crucial stage in developing further literacy programmes with the Member States. He hoped that the participants would enjoy their short stay in Tokyo.

Mr. T. M. Sakya, Educational Adviser and Co-ordinator "APPEAL", UNESCO PROAP, conveyed the good wishes of Mr. Mayor, Director-General of UNESCO and Mr. Ahmed, Director of UNESCO PROAP. Noting the achievements of the Member States through over a decade's close working relationship between UNESCO PROAP and ACCU, notably in producing AJP materials, he commended ACCU for its dedication and the Government of Japan for providing financial support under Japanese Funds-in-Trust and directly to ACCU.

He also explained that continuing education will become more important in the region as the society changes and asked for self-examination of strategies and methods to see that the common people of Asia and the Pacific are the beneficiaries of ACCU's programmes. He hoped for the beginning of a new phase of literacy programmes in the region.

4. Officer of the Meeting

The participants unanimously elected Dr. Tongyoo Kaewsaiha, Deputy-Director, Department of Non-Formal Education, Ministry of Education, Thailand as Chairperson. The meeting unanimously adopted the agenda and schedule, which are given in the Appendix 1 and 3.

5. Presentation of Reports

(a) UNESCO Report

Mr. Sakya reported on "Learning Society: A Myth or Reality" covering the following topics:

- literacy programmes in Asia and the Pacific
- changing definitions of literacy
- post-literacy and other types of continuing education
- post-literacy levels
- learning society
- learning materials.

He stated that APPEAL and AJP should keep in mind three main principles in helping the countries in the region:

(1) decentralization
(2) participation
(3) multidiscipline.

An important area APPEAL and ACCU should pursue, he suggested, is a learning centres programme at the grassroots level to make the "learning society" a reality.

Full text of UNESCO report is found in the Annex 1.

(b) ACCU Report

Mr. Shigeo Miyamoto, Executive Director of ACCU summarized the ACCU regional literacy activities in three major fields, namely, (a) development of materials for neo-literates, (b) training of experts in development of materials for neo-literates and (c) others, such as awarding of ACCU Prizes and production of animation video, etc.

He stated that as of June 1993, a total of 46 AJP prototype materials for neo-literates on six general themes and in four formats had been jointly produced. More than 160 kinds of national versions of AJP materials have so far been produced in 22 languages of 15 countries.

Two newly produced video programmes for literacy promotion were viewed. One titled *'Street Children and Literacy'* introduces the present situation and problems of street children living in urban areas, and shows practical solutions to improve their lives and literacy skills in literacy classes, etc. Another one, titled *"Mina Smiles"*, is an animation video. The aims of this programme are to promote literacy by encouraging illiterate people to learn how to read and write and at the same time to raise literate

people's awareness of the serious illiteracy problems which around 100 million people in the world are facing in everyday life. The programmes were highly appreciated by all the participants for their relevant contents and innovative presentations.

Full text of ACCU report is found in the Annex 2.

(c) Country Report

Following the presentation by ACCU and UNESCO, participants presented reports on the topics:

(1)Recent situation and problems faced in the production and utilization of basic literacy materials.

(2)The situation of production and utilization of national versions of the AJP materials.

(3)Proposed themes for future AJP materials and suggestions for further improvement of AJP programmes with review of ACCU's literacy programmes in the country.

(See Annex 3 for full texts.)

6. Presentation and Evaluation of Newly Produced AJP Materials

The secretariat presented the following four newly-produced AJP materials:

(1) Mother's Milk is Best for Your Baby (stand)
(2) Mina Smiles (animation video programme)
(3) Mina Smiles (booklet)
(4) Street Children and Literacy (video)

They were highly appreciated by the participants. The animation video programme "Mina Smiles" was especially praised as a new initiative to promote literacy for the general population and to motivate illiterates and neo-literates. Strong suggestions were made to disseminate widely this effective as well as entertaining programme and encourage production in other languages for wider utilization.

It was observed that the booklet "Mina Smiles" can be used with the video programme or by itself. However, as a literacy follow-up material, it should have included some literacy lessons to be more effective, as well as questions to generate discussion so that learners will realize the benefits of participating in literacy classes. Suggestions were made to include this advice when producing national versions.

"Mother's Milk is Best for Your Baby" is useful. It well conveys the benefits of breast-feeding in lovely illustrations and easy instructions. Another material on nutritious food for mothers who are breast-feeding would be a good supplement to this stand.

Newly Produced Literacy Materials

Mother's Milk is Best for Your Baby (stand)

Mina Smiles (booklet)

Street Children and Literacy
(video programme)

Mina Smiles
(animation video programme)

'Street Children and Literacy' is good for organizations involved in education programmes for street children. The concept of building confidence of people to 'help them help themselves,' which is the key to success for any literacy project, is well shown. This series 'Literacy and Disadvantaged Population' should continue, since sharing of information on literacy education for different target groups is scarce. The content could have been made concise or included more successful technical methods tried in and outside of the region.

7. Improvement and Adoption of New Draft AJP Materials

The secretariat distributed seven new draft AJP materials listed below to the participants asking for their suggestions for improvements and adoption as AJP prototype materials.

(1) How to Graft Fruit Trees (set of video and poster)
(2) How to Fumigate Safely (pamphlet)
(3) Rice Disease Control (booklet)
(4) Rich Soil Makes Healthy Crops (booklet)
(5) Good Budget Can Change Your Life (booklet)
(6) AIDS is a Preventable Disease! (poster)
(7) Animation Programme - Environmental Issues and Literacy

The participants examined the drafts and gave the following comments and suggestions. It was decided that these draft materials should be sent to several literacy experts and content specialists, such as agricultural, AIDS, etc., in the region to get wider and more comprehensive suggestions for improvements.

General Comments

- Emphasis should be on educating learners to think for themselves, rather than just giving them technical knowledge.
- Literacy materials should show the relationship between problem and solution and not just the solution.
- Posters should cover one theme and not include too many details.
- Posters are mostly supplementary materials. To convey detailed information, booklets are more suitable.
- At the end, give information on where to get more information on the topic.
- Technical matters need to be supervised by contents experts such as on agriculture, AIDS, etc.

(1) How to Graft Fruit Trees (set of video and poster) developed in 10th R. W.

- Video programme on agricultural technology is a good material to attract the learner's attention.
- This is straightforward teaching; it seems as if it were made by agricultural experts rather than education experts.
- It would be better to use the poster to (a) pose the problems, (b) generate discussion, then use the video as reference.
- Vocabulary used is difficult. Glossary of terms will be needed.

- Video: It should begin with the problem. Could show comparison of good apples and bad apples and their prices.
- Video should have more live action.
- Since grafting in general is common knowledge, detailed techniques of grafting should be introduced, such as how to bind the twigs so sap will not come out.
- Should mention that grafting is possible for other fruits as well.
- Should show the change brought about by grafting - comparison of a high quality apple produced by grafting and a low quality apple produced before grafting.

(2) How to Fumigate Safely (pamphlet) developed in 10th R. W.

- Format of the materials is nice and short and simple presentation is highly effective.
- Should state some problems first before giving out solutions.
- Technical terms used are difficult for neo-literates. Language used should be familiar to the learners.
- The material should generate some discussions among the learners.
- "No wind" should be rephrased to "strong wind"

(3) Rice Disease Control (booklet) developed in 10th R. W.

- The subject is good for a literacy material as rice is a main crop grown in the region.
- Should not use brand names of chemicals, but substance name.
- Need to find out whether the method described is a popular one which can be applied to countries other than China.
- Needs explanation on how to turn the pages.
- The front page should state that there is information on rice diseases on the back.

(4) Rich Soil Makes Healthy Crops (booklet) developed in 10th R. W.

- This topic, compost-making, is important for the farmers because many neglect the importance of rich soil and blindly believe that more use of chemical fertilizer will increase cultivation.
- Cover picture of large rice stalk looks like a tree.
- More captions are needed.
- The writing should be larger.
- In the issues for discussion at the end, the sentences should be rewritten so they will not be the same as in the main text.
- For discussion, posing other similar problems concerning soil (e.g. loose soil) would be effective.
- To generate more discussion, open-ended questions are better.

(5) Good Budget Can Change Your Life (booklet) entry to Third ACCU Prizes

- This material would help people to save money instead of spending it on unnecessary items.
- In many countries, advertisements offering loans are abundant, however information on good household budgeting is lacking.
- 'Budget' should be changed to 'budgeting'
- The message is too crowded, it needs to be simplified.
- The main objective could be (1) to practice numeracy and (2) to learn budgeting.
- Good budgeting procedure: (1) See what needs to be spent, more or less. (2) Be able to pinpoint unnecessary items. (3) Try to curtail spending on unnecessary items. (4) Save this money.
- Subjects of individual savings and group loan in one material are contradictory.
- Information on banking not necessary in this material. Could be the topic for another material.
- There are no pawn shops in South Asia. People borrow money from money lenders.
- In many cases, careless spending (e.g. on alcohol, cigarettes) by the husband is the problem.

(6) AIDS is a Preventable Disease! (poster) entry to Third ACCU Prizes

- New approach or new information on effective AIDS education is highly welcomed.
- Literacy material on AIDS is needed for neo-literates because AIDS is spreading widely even to remote villages.
- Collaboration with AIDS Information Centre at UNESCO PROAP would produce an excellent material.
- Accurate information is vital to this topic.

(7) Animation Programme - Environmental Issues and Literacy

- Should include ways to solve poverty problems, since poverty is the core of the deforestation problem.
- 'Deforestation' is a symbolic matter to people, the animation should make it more of a reality.
- Voluntary planting is difficult to organize.
- Most people cannot see the problem of tree cutting. The programme should make people understand the cause and effects of tree cutting.
- How about other environmental problems like lack of firewood, building materials, waste disposal, coal burning, air pollution, etc.?

8. Training Personnel

Draft plans of the following three training programmes were submitted by the secretariat and discussed:

(a) Eleventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific
(b) Ninth Sending of an International Mobile Team of Experts on Neo-Literate Materials to the National Workshop
(c) Second Sub-Regional Workshop on the Development of Basic Literacy Reading Materials for Adults in Asia and the Pacific

It was agreed that the Eleventh Regional Workshop will be held in Ho Chi Minh City, Vietnam, the Ninth National Workshop in Bhutan and the Second Sub-Regional Workshop in Chiang Rai, Thailand. Details of the plan are to be found in the Annex.

9. Other Programmes

(a) Prospectus of the Dissemination Scheme of National Version of AJP Material

The Secretariat also presented the draft prospectus of the 1993 dissemination scheme of the national versions of the AJP materials which would provide set of film positives and subsidize production cost.

Since 1989, total of 65 national versions suit to the local needs and life situations in 16 countries have been produced under this scheme and widely utilized.

The prospectus is found in Annex 8.

(b) Fourth ACCU Prizes for Fully Illustrated Literacy Follow-up Materials

Draft prospectus of ACCU Prizes for Fully Illustrated Literacy Follow-up Materials, was presented. This biennial scheme awards prizes in honour of excellent literacy teaching/learning materials produced by concerned organizations in the region with the aim of contributing to the qualitative improvement of the standard of literacy materials.

New inclusion of Cambodia, Cook Islands, Kiribati, and Western Samoa as participating countries was welcomed.

10. Future Plans of ACCU's Literacy Programmes

The participants evaluated ACCU's regional literacy programmes positively and observed that the programmes, carried out in close co-operation with and participation of literacy experts in the region, have substantially helped to achieve "Education for ALL" in the Member States. The activities are highly appreciated by the Member States and further co-operation is this area is always requested.

Many proposals were made for future literacy programmes of ACCU. They were:

(a) Development of Materials

- Possible themes for more AJP Materials:
  Scientific and technological knowledge for everyday life
  Medical first help
  Environment protection
  AIDS prevention and awareness
  Cultural Heritage of Mankind
- Develop a good guide on the usage of AJP Materials
- Encourage use of AJP materials in other fields such as agriculture, forestry, health, etc. which may be funded by other agencies and donors
- Production of literacy learning materials like AJP for disadvantaged groups of population (street children, handicapped persons, people of ethnic minorities)
- Promotion of adaptation and promotion of materials for neo-literates in native languages of ethnic minorities
- Promote UNESCO Member States to translate, adapt and publish widely 'New Guidebook for Development and Production of Literacy Materials'
- Develop a summary book of the "New Guidebook for Development and Production of Literacy Materials"
- Compile past literacy workshop reports as a useful guide
- The series 'Literacy and Disadvantaged Population' video programme should continue
- Develop manual on learning centres
- Fund production of national versions of "Mina Smiles"

(b) Training of Literacy Personnels

- Organize workshop for literacy materials illustrators and designers
- Organize regional workshops on specific topics and on general topic every year or alternate years
- Identify a cadre of resource persons to help Member States to conduct national training activities or adaptation of AJP materials.
- Conduct more training at national level to strengthen institutions for literacy education

(c) Others

- Increase participants of AJP Meeting
- Increase staff of ACCU in accordance with expansion of regional literacy programmes
- Conduct evaluation on the utilization and effectiveness of AJP materials at national level
- Provide research grants on document research to be shared by Member States on topics such as (1) effective literacy teaching/learning methods, (2) usage of games for literacy education, (3) materials development for specific target groups.
- Collect variety of literacy materials as resource materials for use in the workshops and others

- Provide information on successful literacy programmes, materials, methods, etc. to literacy education specialists in the region to share experience and expertise

11. Closing

The Chairperson, Dr. Tongyoo concluded the Meeting expressing his thanks to the participants, Mr. Sakya and ACCU staff members, without whose efforts the Meeting could not have come to such a beautiful conclusion. He said this Meeting would greatly contribute to the advancement of literacy education in the Asia/Pacific region.

Mr. Sakya thanked everyone for the successful conclusion of this important meeting which was conducted in an efficient and relaxed atmosphere. He wished for continued efforts for creative literacy programmes in the region by ACCU and its cooperative institutions and individuals.

Mr. Thang and Mr. Wangdi thanked ACCU for the warm hospitality and expressed their wish to strengthen literacy education in their country through what had been discussed in the AJP Meeting, with the co-operation of UNESCO PROAP and ACCU.

Mr. Miyamoto expressed the appreciation and gratitude of ACCU to Mr. Wangdi, Mr. Thang, Dr. Tongyoo and Mr. Sakya for their frank and practical comments and guidance regarding literacy activities for 1993 and after. Through the active contribution of all and the chairperson's leadership and humour, excellent results were achieved. In close cooperation with Member States, especially experts on literacy education in the region, ACCU will carry out further work on the AJP Programmes.

ANNEX

1. UNESCO Report
2. ACCU Report
3. Country Report
   Bhutan, Thailand, Vietnam
4. New Drafts for AJP Materials
5. Draft Plan on the Eleventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific
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8. Draft Prospectus of the Dissemination Scheme of National Version of AJP Materials 1993
9. Draft Prospectus of Fourth ACCU Prizes for Fully Illustrated Literacy Follow-up Materials

1. UNESCO Report

Part I
Learning Society : a Myth or a Reality

T. M. Sakya
Educational Adviser and Co-ordinator "APPEAL"
UNESCO Principal Regional Office for Asia and the Pacific

Introduction

Today the world is witnessing tremendous change. But the balance sheet of the change presents a mixed picture in Asia and the Pacific. On one side we see vigorous economic development taking place in East-Asia countries followed by South-East Asian countries. Movement for democracy and human rights are making big head way. Equality, freedom, social justice, peace and international understanding have become very popular topics among political leaders, social activists, NGOs and International forums. But on the other side of the balance sheet there are wars and conflicts among different political, social and ethnic groups. Every day newspapers and TV are full of news about violence, terrorism, hate, killing of thousands of innocent people and forcing many more to become refugees. Pollution caused by urbanization and industrialization and indiscriminate destruction of natural resource have reached most dangerous levels. Ruthless greed, exploitation and poverty are rampant in many parts of Asia and the Pacific. There is a marked degradation of human values.

Everybody talks about the dawn of a New World Order after the end of the cold war. Many political leaders and social thinkers were very eloquent in painting a bright future for the world. Of course, everybody aspires for improved quality of life within a democratic and just society, with guarantees of human rights, peace, liberty, freedom and international understanding. But how this be achieved is a difficult challenge.

The people at large cannot wait for their leaders to hand-over such a new world order in a ready made form. People have to fight for what they want and try to achieve it by their own efforts. There is no argument against the proposition that the first condition to bring a new world order is to enable the people to acquire their human rights and better quality of life through education and empowerment.

The main reason for organizing the World Conference on Education for All in Jomtien on 5-9 March 1990 was that unless all the people get basic education either through formal education or through non-formal education, individual will not be able to be full participants in the socio-economic, cultural and political development of their societies.

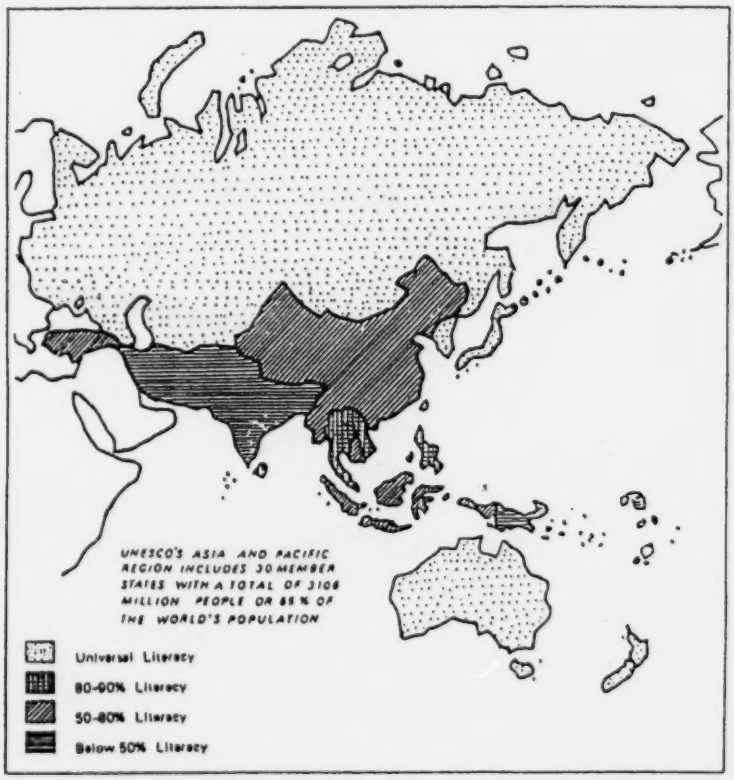
The value of basic education for all was recognized by Asia and the Pacific even before the Jomtien Conference. In 1985, the Fifth Meeting of Ministers of Education and Those Responsible for Economic Planning (MINEDAP V) had recommended launching "Asia Pacific Programme of Education for All" (APPEAL) by UNESCO.

Following that recommendation, UNESCO launched the APPEAL Programme in 1987 as authorized by the 23rd Session of the UNESCO General Conference. The aim of APPEAL is to universalize primary education, eradicate illiteracy and to provide continuing education for development. Twenty-three Member States have formed National Co-ordination Committees to promote APPEAL activities in their countries.

Literacy Programme in Asia and the Pacific

Asia and the Pacific is a vast region spread from Turkey in the West to Japan in the East, and Russian Republic in the North to New Zealand in the South.

In spite of phenomenal growth of schools in all countries, illiteracy is still a big challenge in the Region. The literacy map of Asia and the Pacific shows this stark fact.


UNESCO'S ASIA AND PACIFIC REGION INCLUDES 30 MEMBER STATES WITH A TOTAL OF 3106 MILLION PEOPLE OR 65 % OF THE WORLD'S POPULATION
Universal Literacy
80-90% Literacy
50-80% Literacy
Below 50% Literacy

Source: Unesco Office of Statistics (1985) Literacy Statistics

In 1990, the literacy rate for Asia, 15 years and above, was 68.7 per cent. The percentages is estimated to increase to 77.1 per cent by the year 2000. While in East-Asian countries the literacy percentages will be higher, for Southeast Asia they will be substantially lower. On the basis of UNESCO data, countries of the Asia-Pacific region can be grouped into the following categories:

Percentage of Illiterates	Number	Countries
Group A 1-20 per cent	13	Australia (1), Fiji (13), Japan (1), Korea D. P. R. (4), Korea Rep of (3.7), Mongolia (7), Myanmar (19.4), New Zealand (1), Philippines (10.3), Thailand (7), Sri Lanka (11.6), Turkey (19.3), Viet Nam (12.4)
Group B 21 - 45 per cent	6	Indonesia (23), Malaysia (21.6) China (26.7), Iran (46), Lao P. D. R. (46), Papua New Guinea (40)
Group C 50 or more per cent	7	Afghanistan (70.6), Bangladesh (64.7), Bhutan (61.6), India (51.8), Cambodia (64.8), Pakistan (65.2), Nepal (74.4)
	26	

In order to follow-up the Jomtien Conference, APPEAL made a survey of basic education needs in developing countries belonging to the three groups above. The three groups of countries indicated their priority needs as given below:

Priority needs of Group A countries

- Reduce drop-out and increase survival rate especially among girls and disadvantaged children
- Improve quality of primary education
- Extend compulsory schooling years
- Improve functional literacy programmes
- Enhance continuing education including skills training
- Provide pre-primary education on a mass scale

Priority needs of Group B countries

- Strengthen primary education to enroll more girls and disadvantaged groups
- Reduce drop-out and increase survival rate
- Improve quality of primary education
- Improve and strengthen literacy and non-formal education for children and youth
- Promote continuing education for neo-literate in rural and urban areas.

Priority needs of Group C countries

- Strengthen infrastructure for basic education
- Improve primary education in all aspects -- enrolment, retention and graduation
- Strengthen special programme for girls and disadvantaged children
- Improve literacy/non-formal education programme for out-of-school children, youth and adults
- Promote post-literacy and continuing education link with work

It is obvious that countries which have achieved quantitative growth in basic education (Groups A and B) now want to improve the quality of primary education as

well as of literacy programme whereas Group C countries still need to expand basic education qualitatively as well quantitatively.

The Region is very diverse and complex. The countries in the Region are categorized arbitrarily into four groups:

1. Industrialized countries
2. Newly Industrialized countries
3. Developing countries, and
4. Least Developed countries.

The problem of basic education of the least developed and developing countries are very obvious and straight forward. These countries have large number of out-of-schools children who need primary education and vast numbers of illiterates youth and adults who require educational programme to help them to acquire functional literacy skill to improve their quality of life and living standard. That is, these countries need to improve the quality of basic education especially in rural areas.

The problem is different for the newly industrialized countries and the industrialized countries. They have solved the problem of basic literacy because they have almost 100 cent per cent of children in school for 8 to 9 years and many youths enjoy the opportunity of tertiary education. But educators in these industrialized countries are becoming more and more aware that simple literacy competency alone is not sufficient to cope with the communication problems created by industrialization and urbanization.

Changing Definitions of Literacy

Thus once a signature and simple word recognition were no longer sufficient for living in an industrial society, the concept of "functional" literacy was born and gained popularity among many who speak and write about literacy/illiteracy in the industrialized countries. The term functional literacy suggests the ability to cope within new conditions created by industrialization but what specifically, is required in order to be functionally competent. The most common answers refer to the possession of certain minimal skills. The problem, however, is to define or specify these skills.

A common approach to defining literacy is by grade equivalency. In 1947, United States Census Bureau defined as literate, those people who had attained fifth grade education in the public school. Then in 1966, the Adult Education Act of U.S.A. stated that high school education was necessary for anybody to be functionally literate. This is the practice still prevalent in many developing and industrialized countries. Until the 1970s, Thailand defined fourth graders as literate but in 1980s, the level was raised to grade six. But this practice of defining literacy based on grade completion disregards the fact that all schools do not offer similar standards of education nor do all children acquire equal competency grade for grade.

As far back as 1947, UNESCO stated that the skills of reading, writing and counting are not end in themselves. Rather they are the essential means to achieve of fuller and more active life. Then in 1960, it attempted to separate the concepts of "simple basic literacy" and of "functional literacy". But what constituted simple literacy and

functional literacy were left to be defined by individual countries. Thus, we have as many definitions of functional literacy as there are countries. Moreover, each country changes its definitions over the years. After a survey of different types of definition the literacy educator Carman St. John Hunter concluded that there are basically three approaches to defining literacy and functional literacy.[1]

Approach 1 : Job related definition
Functional literacy in the context of work is the possession of those literacy skills needed to successfully perform some reading task imposed by an external agent between a reader and a goal the reader wishes to obtain.

Approach 2 : Humanistic Definition
The humanistic definition of functional literacy is the possession of skills perceived as necessary by particular persons and groups to fulfil their self determined objectives as family and community members, citizens, consumers, job holders, and members of social, religious or other associations of their choosing.

Approach 3 : Social Context Definition
Under this definition literacy is seen as a complex social good, set in the midst of other activities. It is not an isolated skill, but rather, a contextual right that derives its meaning from its ability to be used. Thus literacy becomes the exercised capacity to acquire and exchange information via the written word. Functional literacy is taken to be the possession of, or access to, the competencies and information required to accomplish those transactions entailing reading or writing in which an individual wishes or is compelled, to engage.

Many industrialized countries in North America and Europe have taken the problem of functional illiteracy among their population seriously and they have launched various functional literacy programmes for their functionally illiterate population. But in Asia and the Pacific, we are still at the stage of census type definitions of literacy. Such an approach is dangerous because it over simplifies the problem and fails to reveal actual levels of competency. In Australia a group of literacy educators are trying to look into this issue. In Japan also the Buraku Liberation League has challenged the census claim that Japan has 100 per cent adult literacy.

After the Jomtien Conference, the Asia-Pacific Programme of Education for All (APPEAL) has been working very closely with Member States to improve their literacy programmes. It has developed a set of literacy manuals under the title of APPEAL Training Materials for Literacy Personnel (ATLP). APPEAL Training Materials for Literacy Personnel (ATLP) is now translated in nine countries, Bangladesh, China, Indonesia, Laos, Malaysia, Pakistan, Tonga, Thailand and Viet Nam. It is widely used by these and other countries to improve curriculum, learning materials and training of teachers for literacy programmes. ATLP has defined literacy into three levels, i.e.

Level I : Basic Level
Level II : Middle Level, and
Level III : Self-Learning Level .

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[1] Carman St. John Hunter "Literacy: What Do the Definitions Tell Us" Report of the Toronto Seminar on Literacy in Industrialized countries, 1991.

Post-Literacy and Other Types of Continuing Education

ATLP has been proved very helpful in improving literacy programme in most of the developing countries in the Region. But a group of countries in East, South East and Pacific sub-regions are trying to extend their compulsory school education to 8 or 9 years of schooling. In parallel, they are trying to provide post literacy and continuing education for all youth and adults who are out-of-school through non-formal methods. In fact, all the countries in the Region are trying to promote and improve their post-literacy and continuing education programme. Therefore, based on the successful experience of ATLP, UNESCO Principal Regional Office for Asia and the Pacific (PROAP) is developing a series of manuals on Continuing Education with the help of literacy and continuing education experts from different countries in the region.

The First Meeting for Regional Co-ordination of APPEAL held in 1988 has recommended that APPEAL should promote the following six types of continuing education programmes in the Region.

They are : Post-Literacy Programmes (PLP)
Equivalency CE Programmes (EP)
Quality of Life Improvement Programmes (QLIP)
Income-Generating CE Programmes (IGP)
Individual Interest Promotion Programmes (IIP)
Future Oriented CE Programmes (FO)

UNESCO has organized a series of Technical Working Group Meeting of Experts to develop a series of APPEAL Training Materials for Continuing Education Personnel (ATLP-CE). So far it has developed the following manuals.

ATLP-CE Volume I : New Policies and Directions for Continuing Education Programme

ATLP-CE Volume II : Post-Literacy Programme

ATLP-CE Volume III : Equivalency Programme

ATLP-CE Volume IV : Quality of Life Improvement Programme

ATLP-CE Volume V : Income-Generating Programme

Two more manuals will be developed very soon:

ATLP-CE Volume VI : Individual Interest Promotion Programme,

ATLP-CE Volume VII : Future Oriented Programme

In regard to the relationship between basic literacy and functional literacy ATLP and ATLP-CE have applied the following principle.

In the first place they did not try to distinguish between ordinary literacy and functional literacy, because APPEAL believes that all literacy programme must be functional. If it is not, a functional literacy programme is not meaningful or helpful for the development of an individual or the society.

In the second place both ATLP and ATLP-CE define levels of literacy and post-literacy achievement not in terms of grade equivalents but in terms of competencies. In ATLP these competencies are in both technical aspects of reading writing and numeracy and also in terms of functionality in areas of socially relevant knowledge.

In the third place the post-literacy programme under ATLP-CE (see especially ATLP-CE Volume II) has also defined competencies in terms of those general mental skills required for advanced reading and extended independent study.

This idea is illustrated below for the ATLP-CE Post-literacy programme (ATLP-CE Volume II).

Post-Literacy Levels

	Competency Level I	Competency Level II	Competency Level III
Functional Content 1. Science & Technology for everyday life 2. Social, economic, cultural and political consciousness 3. Civic & Moral values 4. Job related knowledge and skills 5. Others	(Specific Indicators are provided for each level)		
Technical Literacy Skills A Reading Skills - Words Recognition - Sentence length - Paragraph length - Total words - Number of pages B. Writing Skills - Format - Structure - Function C. Numerical Skills - Arithmetical Skills - Graphs, tables & - Geometric figures	(Specific indicators are provided for each level)		

	Competency Level I	Competency Level II	Competency Level III
Literacy Skills D. General Mental Skills - Vocabulary Building - Building General Knowledge - Establishing mental schemes - Critical reasoning - Problem solving	(Specific indicators are provided for each level)		

What ATLP and ATLP-CE have achieved, therefore, is a framework for designing basic literacy, post-literacy and other types of continuing education programmes for people with defined levels of competence in the technical requirements of reading, writing numeracy; in general areas of functional knowledge, and in those mental skills needed for advanced study, especially advanced reading.

What ATLP and ATLP-CE have not done, however, is to provide guidelines for investigating precise levels of functional literacy in the adult community as a whole and in particular sections of the community. It is important for countries to have this information because (i) definitions of competency by grade equivalency are inadequate and (ii) studies which have been undertaken so far in U.S.A., Australia and elsewhere have revealed alarming numbers of adults with literacy and competencies so poor that they cannot function adequately in our modern communication-based society. Unless the real picture is clear the post-literacy programmes and other forms of continuing education cannot focus on real needs and cannot ensure appropriate personal and national development. Hence we are organizing this workshop to develop methods and tools for assessing literacy levels among various groups of people.

Both ATLP, and ATLP-CE are only examples, they are not prescription for countries to follow. It is already stated that each country should develop its own literacy/ continuing education applying its own definitions, concepts, methods and delivery systems. But the manuals prepared under the series of ATLP and ATLP-CE can be used as reference. UNESCO/PROAP have already trained more than 2000 key literacy personnel on the development of curriculum, learning materials and training of teachers following the ATLP method between 1989 and 1992. Countries themselves have trained more than 5,000 key literacy personnel utilizing ATLP methods.

In order to disseminate ATLP-CE and to provide training for continuing education personnel in the countries of Asia and the Pacific, UNESCO/PROAP will organize a series of Regional Training Workshops for Training of Continuing Education Personnel beginning from 1993. Negotiation is underway to organize the first such workshop in Thailand in August 1993. After the Regional Workshop, the Member States will be provided assistance to translate and disseminate ATLP-CE manuals in their national languages and to organize National Training Workshop to train more continuing education personnel in their countries. I must place on record UNESCO's heartfelt thanks to the Government of Norway for providing generous financial support for the development of ATLP and ATLP-CE and for the training of literacy and continuing education personnel in the Member States. The Government of Japan also provides financial support for training of literacy personnel at the national level.

Learning Society

UNESCO has attempted to promote an idea of a "learning society" all over the world through its very famous report called: "Learning to be : The World of Education, Today and Tomorrow," Paris, UNESCO, 1972. The report recommended that all countries should try to promote a learning society whereby everybody will be learning throughout life and at the same time everybody will be teaching others all the time. In the learning society not only schools and colleges, but all organizations such as factories, business enterprises, religious and society organizations, and work as education providers. In the 1970s and 1980s, it was very difficult for many developing countries to promote the idea of a learning society, because at that time many children, youth and adults did not have even a first chance of acquiring even basic education. But now the development of learning societies is becoming more and more possible. In Asia and the Pacific, except in a few countries in South Asia, almost all countries have been able to provide basic education for a majority of their population. All these countries are aware that education and human resource development will play a key role in the twenty-first century. Therefore they are eager to promote a learning society in each of their countries.

Futurist writers such as Alvin Toffler, John Naisbilt, Patricia Aburdene and Peter Druker have one common message, namely that 21st century will be a "knowledge-based" age. Those who can acquire, understand and use knowledge will prosper and those who cannot will lag behind. Due to the mass-media, information is in abundance. We are bombarded by information through radio, TV and the printed media everyday. But information alone is not helpful unless it is properly organized, analyzed and synthesized with some objectives in mind. Education enables people to analyze and synthesized information in a systematic way and to use it wisely so that the individual and the society can prosper. In education also the emphasis is shifting from teaching and schooling to self learning. No society can abolish schools and universities, but nobody can claim that what we learn in school and college will be sufficient to cope with our whole life. Situations change continuously, forcing people to learn new things all the time. Hence the need for life-long learning systems. The role of literacy and continuing education is to help people to acquire knowledge to help them according to their needs and skills and arrange and use this information systematically, to improve their quality of life.

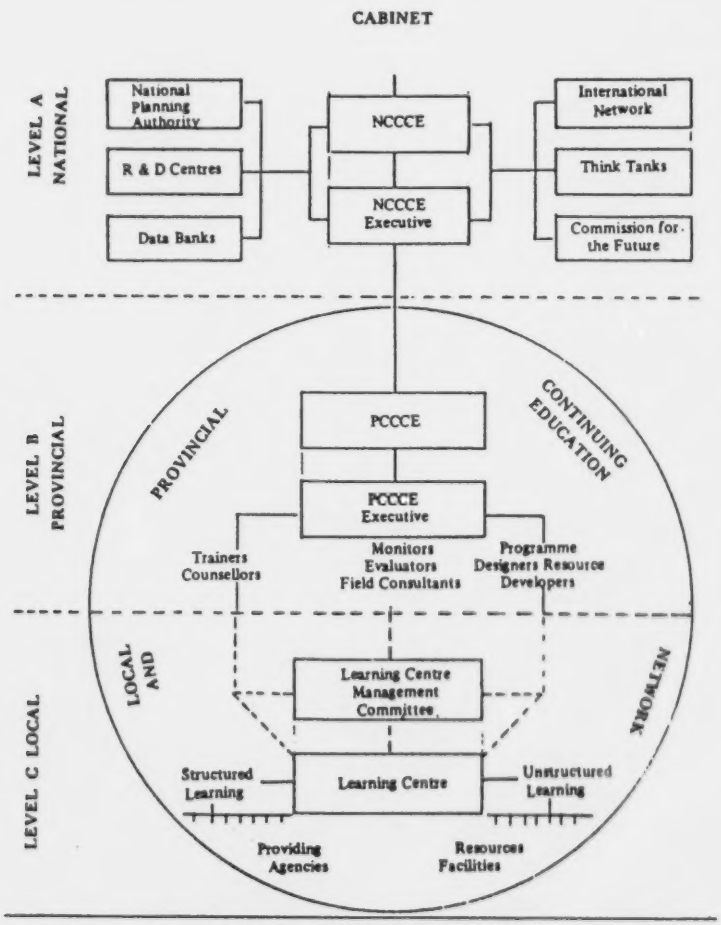
Since the Formal Education System in many countries is relatively structured and rigid, the burden of promoting life-long education has fallen into the hands of out-of-school Non-Formal Education. But the out-of-school education system in many countries has been suffering from adhocism and lack of organization and planning. Many countries do not have any national policy, plan or organizational structure for out-of-school Non-Formal Education. Recently some developing countries like China, India, Indonesia, Malaysia, Philippines, Thailand, and Viet Nam have tried to promote out-of-school Non-formal Education in a more planned and organized way.

Therefore, APPEAL has been working very closely with Member States to improve their policy planning, management, curriculum development, materials development, training of personnel and research and evaluation for out-of-school Continuing Education, as well as for in-school reform.

ATLP-CE has suggested that it is high time for all the countries in Asia and the Pacific to think again about the nature and purpose of their overall education systems, encompassing both formal and non-formal sub-systems, so that education can help develop human resources in a broader sense as defined by the Human Development Report 1992 published by UNDP., i.e. *"Human development is defined as the processes of enlarging the range of people's choices - increasing their opportunities for education, health care, income, and employment, and covering the full range of human choices from a sound physical environment to economic and political freedoms."*

In order to help in the policy formulation, planning, management, and evaluation of continuing education, ATLP-CE has proposed an organizational structure for continuing education as given in the following chart.

CHART Overall Scheme for Co-ordination of Continuing Education



NCCCE = National Co-ordinating Committee for Continuing Education
PCCCE = Provincial Co-ordinating Committee for Continuing Education

Source: *Continuing Education*, ATLP-CE, UNESCO/PROAP, Bangkok, 1990.

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At the heart of this organization is the concept of a learning centre. In order to promote continuing education, it is very important to establish learning centres in every community not only as libraries but as multi-purpose centres with various activities such as library, discussion forum, sports centres, vocational training, mother's club, etc. Therefore, APPEAL has viewed the local learning centres as basic building blocks of Continuing Education or life-long learning system. If learning centres could be developed properly in villages, townships, and in big cities, they will provide a structure and mechanism for promoting life-long learning in a more planned and systematic way.

Learning centres should be promoted mainly through the initiatives of communities and NGOs. But Government must provide full support.

First of all Government must formulate a national policy to promote community learning centres and allocate funds. Government must make rules and regulation on setting up learning centres under various situations. For example, the learning centre in urban areas and rural areas will be different. Similarly, learning centres attached to the established institution will be different from voluntarily established ones.

Government must take leadership on developing literacy and continuing education programme to be delivered through the learning centres. This involves developing curriculum and learning materials for general and vocational type of literacy and continuing education programmes. Similarly, Government should help in the training of organizers, supervisors and instructors of the learning centres. The learning centres would require to do guidance and counseling works. Such guidance and counseling personnel also would need to be trained. Gradually the learning centres should be encouraged to use mass media and modern technologies such as computers.

Learning Materials

There are basically three methods of imparting non-formal education, i.e.:

a) Face-to-face method such as learning centres, learning groups, classes, each one teach one, etc.
b) Self-learning method under this method people either study books, poster or learn through listening radio and viewing TV.
c) Distance education method - under this method education is provided either through Radio, TV and through correspondence.

All those methods must have very good learning materials. They can be printed materials, posters, charts, radio and TV programmes.

ACCU have rendered a great service in developing learning materials for neo-literates since 1980. By now the Member States themselves have acquired a lot of expertise to write, design and produce learning materials for all three modes of learning mentioned above. The New Guide Book for the Production of Neo-literate Materials will help the countries to improve their learning materials. But there is always place for new ideas and innovation. Recent attempt by ACCU to develop animation video and learning materials directly related with vocational education will certainly help the countries to progress further. UNESCO/PROAP will continue to work with ACCU to improve learning materials in terms of contents and format.

Part II
Prospect of APPEAL and AJP

APPEAL has been implementing different programmes in following Action Areas:

1. Universalization of Primary Education (UPE)
2. Eradication of Illiteracy (EOI), and
3. Continuing Education Development (CED).

Primary Education

Under UPE, the following activities are going on:

a) Studies to identify problems and possible strategies for promoting education among disadvantaged groups and girls.

b) Innovative projects such as Joint Innovative Project for Quality Improvement and Pilot Project for Girls Education in selected countries to improve achievement levels of primary school children.

c) Training of teachers and other educational personnel through mobile teams and other methods.

d) Development of curriculum and teaching learning materials for primary children, and

e) Sharing of experiences, information and expertise on Primary Education among the Member States.

Literacy Programme

Under EOI following activities are going on

a) Establishment of Training Network for APPEAL.

b) Development of Training Manual such as ATLP based on training needs identified by the Member States.

c) Co-operation with the Member States to adapt and adopt training manuals developed by UNESCO and to strengthen their capability to produce more training manuals.

d) Organization of Regional and Sub-Regional Training Workshops to train key literacy. trainers and supervisors who in turn train large number of literacy personnel at national and local level.

e) Co-operation with the Member States to assist them to organize national, sub-national and local levels training of literacy personnel.

f) Co-operation with the Member States to improve curriculum, learning materials and evaluation of learning achievement of the learners and conduct research on them.

g) Development of manual for planning and management of literacy personnel and training of key planners and managers at the regional level.

h) Co-operation with the Member States to launch local pilot projects to achieve universal literacy among youth and adults at the grassroots level.

i) Assistance to the Member States to develop effective, attractive and interesting learning materials in cooperation with ACCU.

j) Sharing of experiences, expertise and information on Literacy Programme among the Member States.

Continuing Education

Under CED, following activities are going on:

a) Study of human resource development need of the Member States and based on the study development of continuing education programme for development.

b) Development Continuing Education Programme such as (1) Post-Literacy Programmes; (2) Equivalency Programmes; (3) Income-Generating Programmes; (4) Quality of Life Improvement Programmes; (5) Individual Interest Promotion Programmes; and (6) Future Oriented Programmes.

c) Development of Training Manuals for Continuing Education Personnel such as ATLP-CE and conduct Regional and Sub-Regional Training Workshop to train key continuing education personnel of the Member States.

d) Assistance to the Member States to organize national training activities to train more CE personnel.

e) Co-operation with the Member States to establish and strengthen multi-purpose learning centres to help the people to acquire literacy and life-skills through various media and methods.

Emphasis on Disadvantaged Population

All programmes of APPEAL give special emphasis to the needs and problems of disadvantaged groups and women.

Consultation and Evaluation

Each Member States has set up National Co-ordination Committee for APPEAL. The heads of the National Co-ordination Mechanism of APPEAL meet once in two years into the Meeting for Regional Coordination of APPEAL. The first, second and third APPEAL Coordination Meeting were held in 1988, 1990 and 1992 respectively.

APPEAL is developing monitoring method and mechanism to assess the progress and problem of APPEAL activities in close co-operation with the Member States.

PROSPECT OF APPEAL

APPEAL is basically the programme of the Member States. Therefore its main purpose is to help the Member States to enhance their national capability to achieve the goals of APPEAL. Therefore its main principle of works are (a) Decentralization; (b) Participation; and (c) Multidisciplinary.

Decentralization: APPEAL should help institutions in the Member States to enhance their capability so that they can do all the works for EFA by themselves for their own country and to participate in regional co-operation. This may be done through networking, institution building activities, regional training, information and documentation exchange, exchange of experts and sharing of experience among the countries. The Member States should first identify lead national institutions for primary education, literacy and continuing education. then UNESCO will help them to build and enhance their technical and capability.

Participation: All regional and sub-regional activities must be conceived, planned, developed and implemented through participatory approach. This may be done through policy dialogue among the policy makers and planners of the EFA activities of the Member States. Similarly joint planning and development activities of the technical aspects of EOI, UPE and CED such as curriculum, teaching/learning materials, teacher training, research, evaluation, etc. should be organized by UNESCO directly or through national institutions under the aegis of UNESCO. Although all the activities are done through active participation of national institutions and national experts, UNESCO's leadership is important so that no single or group of Member States become dominant than others. This will help to develop a sense of partnership rather than givers and receivers relationship. UNESCO and the Member States must encourage NGOs and other agencies to become full participants in all activities of EFA at the local, national and regional levels. Then all activities should be participated by GOs and NGOs equally.

Multidisciplinary: Ultimate aim of education is human development and people's well-being. To achieve such goals education should work with agencies of both Government and NGOs responsible for various developmental activities such as health, water supply, hygiene, nutrition, family planning, agriculture, forestry, animal science, industries, marketing, co-operative, transportation, communication, trade, etc. Unless such multidisciplinary approach is adopted and the plans and programmes of EFA are not implemented through their joint efforts they will not be able to solve the problem of poverty, malnutrition, environmental degradation, deforestation, soil erosion, child labour, exploitation of women and other disadvantaged groups, etc. The multidisciplinary approach and co-operative approach with developmental agencies will help EFA to be truly human development efforts. This may be achieved involving the representatives of the developments agencies of both GOs and NGOs from planning to implementation of EFA activities.

Therefore, APPEAL must identify premier institutions in the Member States who can act as national and regional resource centres for EOI, UPE and CE in co-operation with the Government and NGOs of the countries. Then help them to strengthen their technical and management capability.

APPEAL should continue its research and innovative works to develop better methods and materials for different aspects of EOI, UPE and CED and publish exemplar materials.

It should promote Joint Innovation/Pilot Projects to experiment and demonstrate new way of doing things.

It should publish documents and journal to publish works of the Member States to

share the information and experiences.

It should publish directory of institutions and experts on various subjects and discipline so that the countries could benefit from each others technical resources and expertise.

It should carry out Periodical monitoring and evaluation EFA activities through participatory methods.

Finally, APPEAL should continue to organize policy dialogue among policy makers and planners of EFA so that the countries in the region could learn from each other and work together.

Diversity

While implementing the activities, APPEAL should take note that the countries in the Region varies greatly in term of geographical areas, population, socio-economical development standards, etc. They are in different stages of development in EFA as well. Therefore, the programme should be planned and implement suited to the different groups of countries separately and some programmes which can be for the region as a whole. For example a group of countries may still require mass literacy programme, but other may like to develop for post-literacy and continuing education. Similar problem of disadvantaged groups will be more severe in some countries than others. Quality of EFA will be of concern of all the countries.

Some suggestions to AJP

What has been mentioned about APPEAL also applies with AJP that it should keep in view three basic principle of decentralization, participation and multidisciplinarity.

Nevertheless AJP prototype materials will still be very valuable, but its content and format may have to be more scientific, technological development oriented. But AJP should not neglect simple materials it has produced. Thus ACCU should also identify national institutions which will adopt or adapt those AJP materials and utilize them in the countries at the local levels.

The Regional Training programme may be continued to be organized one on general topic and another on specific topics every year or in alternate years.

ACCU may like to identify a cadre of resource persons who would help the Member States to conduct national training activities or adaptation of AJP materials. After each activity the resource persons would report to ACCU about the achievement At the national level. ACCU should publish such reports with proper editing and disseminate to the Member States in the spirit of sharing of information, experience and expertise.

In the end there is one more important area which APPEAL and ACCU should promote. This is learning centres programme at the grassroots level. APPEAL and NFUAJ both have such programme, but they need to be more strengthened. ACCU's help will be very valuable in the area.

2. ACCU Report

ACCU's Regional Cooperative Literacy Programmes in Asia and the Pacific
- Literacy Materials Development & Personnel Training -

1. Contents of ACCU's Literacy Programmes

ACCU literacy programmes are being conducted, mainly in the following two fields, since 1980 in full co-operation with the participating countries in Asia and the Pacific, and with substantial co-operation of the UNESCO Headquarters and the UNESCO Principal Regional Office for Asia and the Pacific (PROAP).

(1) Development of literacy materials

(2) Training of experts on development of literacy materials

The participating countries in these programmes are as follows (17 countries):

Afghanistan, Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand and Vietnam

2. Development of Literacy Materials

(1) Asian/Pacific Joint Production of Prototype Materials for Neo-literates (AJP)

AJP prototype materials (English) are produced by cooperative effort of experts of the participating countries in the region, with the contents closely related to improvement of quality of life based on the needs and problems gained through field survey in rural areas. AJP prototypes are completed through several field tests in villages in the region to make them effective ones with easily understandable explanation and attractive expression.

The prototypes are produced in English and distributed to the participating countries.

To date 46 kinds of prototypes have been produced as in the list.

Newly produced AJP materials in 1992-1993

- Mother's Milk is Best for Your Baby (illustration stand)
- Mina Smiles (booklet)

Literacy Follow-up Materials (Prototypes) so far produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP materials) (1981-1993)

CATEGORY	FORMAT					Total
	Booklet	Poster	Game	Audio-visual	Others	
1. Health-I Sanitation		Sanitation Everyone's Water Charcoal Water Filter Let's Wipe out Worms Let's Make the Home Clean		Pit Latrines for a Clean Village (kamishibai picture story telling)		6
2. Health-II Nutrition	Baby's Food Man & the Festival Let's Eat Vegetables		Nutrition (card game)		A Balanced Diet (rotating pegraph) Mother's Milk is Best for Your Baby (stand)	5
3. Production	Grow Mushroom Raising Chickens Bamboo Handicraft More Income by Tree Planting	Home Gardening Tree Planting	Let's Plant Trees (step by step game)	Poultry for Additional Income (slides) Poultry for Additional Income (video)		9
4. Science	Use of Gas from Daily Wastes Fish Needs a Lot of Oxygen	Do you know Numbers? Let's Safely Use Electricity How to Improve the Well System				5
5. Culture			Around Asia and the Pacific (sugoroku) Animal Sugoroku Proverb Card Game			3
6. Social and General	The Life of Water Cooperative for Better Life Useful & Simple Knowledge for Everyday Living Why Literacy for Women Mina Smiles	Let's Read The River and Us Public Pollution inside Bus Let's Think About Our Population We Can Take Action!	Building up a Happy Community (sugoroku game) Let's Repair our VillageRoad (endless strip) Good Use of Water (jigsaw) Women Literacy (box puzzle)	Water in Everyday Life (slides) Let's Form a Cooperative (cassette drama/ radio programme) Water in Everyday Life (video) Save the Village (puppet)		18
Total	13	15	9	7	2	46

(2) National versions adapted from AJP prototype materials

The participating countries are expected to produce their national versions from among the AJP prototypes, giving necessary modifications to illustrations and texts, according to the needs and situations of each country.

167 kinds of such national versions have so far been produced in 22 languages of following 15 countries.

Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Nepal, Pakistan, Philippines, Thailand and Vietnam

In order to facilitate mass-production of the national versions of AJP prototypes, ACCU has been providing each participating country with a set of positive films for colour printing and the financial assistance from Noma International Literacy Fund at its request.

Under this dissemination scheme, 55 kinds of national versions in 13 countries in 1990-1992.

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ASIA/PACIFIC CULTURAL CENTRE FOR UNESCO (ACCU)

STATE OF ADAPTATION OF AJP MATERIALS IN RESPECTIVE COUNTRIES

Category		Name	AFG	BANG	BHUT	CAMB	CHINA	INDIA	INDON	IRAN	LAOS	MALAY	MALD	NEPAL	PAKIS	PNG	PHIL	THAI	VIET	Lang.	Countries
BOOKLETS	1	Baby's Food		P			P		[P]		[P]	P	P		[P]		P P		P	10	9
	2	Mari & the Festival					[P]					P							[P]	3	3
	3	Grow Mushroom																P		1	1
	4	Raising Chickens		P			[P]	P P [P]	P				P	[P]	[P]					9	7
	5	Bamboo Handicraft		P		P	P		[P]		P	P	P				P P P			10	8
	6	More Income by Tree Planting				P	P		P		[P]			P			[P]	[P]	[P]	8	8
	7	Use of Gas from Daily Wastes					P	P(B)	P		P	P		P			P		P	8	8
	8	Fish Needs a Lot of Oxygen				P	[P]				[P]									3	3
	9	The Life of Water					P		P	[P]	[P]			P			PPPPP			10	6
	10	Cooperative for Better Life					P	P			[P]	[P]		P			PPPPP			10	6
	11	Useful & Simple Knowledge	[P]	[P]						[P]				P			P - *1	P	[P]	11	7
	12	Why Literacy for Women	[P]				[P]	P	[P]		[P]						[P]		[P]	7	7
	13	Mina Smiles																		0	0
Category		**Name**	**AFG**	**BANG**	**BHUT**	**CAMB**	**CHINA**	**INDIA**	**INDON**	**IRAN**	**LAOS**	**MALAY**	**MALD**	**NEPAL**	**PAKIS**	**PNG**	**PHIL**	**THAI**	**VIET**	**Lang.**	**Countries**
POSTERS	1	Sanitation							P			P	P	[P]			P			5	5
	2	Everyone's Water										P		P				[P]	[P]	4	4
	3	(The River and Us)						P(B)												1	1
	4	Charcoal Water Filter				P		P(B)	P	[P]		P		P				P	P	8	8
	5	Let's Wipe Out Worms	[P]						P									P		3	3
	6	Let's Make the Home Clean					[P]		P		[P]							P		4	4
	7	Home Gardening							P			P					PPPPP			7	3
	8	Tree Planting	[P]					P(H)	P	[P]			P	[P]			PPPP(P)			11	7
	9	Do You Know Numbers?									[P]									1	1
	10	Let's Safely Use Electricity					[P]								[P]		PPPPP	P		8	4
	11	How to Improve the Well System							[P]										[P]	2	2
	12	Let's Read	[P]			P		P(H)	[P]								[P]	P	[P]	7	7
	13	Public Pollusion inside Bus																P		1	1
	14	Let's Think about Our Population																	[P]	1	1
	15	We Can Take Action!																		0	0

[LANGUAGE] AFG(Afghanistan) - [DARI,PESHTE], BANG(Bangladesh) - [BENGALI], BHUT(Bhutan), CAMB(Cambodia) - [KHMER], CHINA - [CHINESE], INDIA - [BENGALI(B), ENGLISH(E), HINDI(H)], INDON(Indonesia) -[INDONESIAN], IRAN - [PERSIAN], LAOS -[LAO], MALAY(Malaysia) - [MALAY], MALD(Maldives) - [DHIVEHI], NEPAL - [NEPALI], PAKIS(Pakistan) -[URDU], PNG(Papua New Guinea), PHIL(Philippines) -[PILIPINO, ILOCANO, CEBUANO, HILIGAYNON, MARANAO, ENGLISH], THAI(Thailand) - [THAI], VIET(Viet Nam) -[VIETNAMESE]

P = printed [P] = printed under the Dissemination Scheme of National Versions of AJP Materials

Category		Name	AFG	BANG	BHUT	CAMB	CHINA	INDIA	INDON	IRAN	LAOS	MALAY	MALD	NEPAL	PAKIS	PNG	PHIL	THAI	VIET	Lang.	Countries
GAMES	1	Nutrition							P									P		2	2
	2	Let's Plant Trees												P						1	1
	3	Around Asia and the Pacific																P		1	1
	4	Animal Sugoroku											P							1	1
	5	Proverb Card Game		[P]					P											2	2
	6	Building Up a Happy Community							P			P	P	P			P P P			7	5
	7	Let's Repair Our Village Road																		0	0
	8	Good Use of Water															P P P			3	1
	9	Women's Literacy																		0	0
	10	Pit Latrines for a Clean Village																		0	0
	11	Save the Village (guidebook)																		0	0
A V	1	Poultry for Additional Income (s)																		0	0
	2	Poultry for Additional Income (v)																		0	0
	3	Water in Everyday Life (slide)																		0	0
	4	Water in Everyday Life (video)												[P]						1	1
	5	Let's Form a Cooperative																		0	0
	6	Save the Village (set of puppets)																		0	0
OTHERS	1	A Balanced Diet							P			P		[P]			P P P			6	4
	2	Mother's Milk is Best																		0	0
TOTAL		**46 kinds**	**5**	**5**	**0**	**5**	**12**	**8**	**19**	**4**	**10**	**11**	**7**	**14**	**3**	**0**	**16**	**12**	**11**	**167**	
G B		GUIDEBOOK					[P]	P(B)P(E)	P								P	P		6	5
		NEW GUIDEBOOK (92)																			

[LANGUAGE] AFG(Afghanistan) -[DARI PESHTE], BANG(Bangladesh) -[BENGALI], BHUT(Bhutan), CAMB(Cambodia) - [KHMER], CHINA - [CHINESE], INDIA - [BENGALI(B), ENGLISH(E), HINDI(H)], INDON(Indonesia) -[INDONESIAN], IRAN -[PERSIAN], LAOS -[LAO], MALAY(Malaysia) - [MALAY], MALD(Maldives) - [DHIVEHI], NEPAL - [NEPALI], PAKIS(Pakistan) -[URDU], PNG(Papua New Guinea), PHIL(Philippines) -[PILIPINO, ILOCANO, CEBUANO, HILIGAYNON, MARANAO, ENGLISH], THAI(Thailand) - [THAI], VIET(Viet Nam) -[VIETNAMESE]

[adapted in 22 languages of 15 countries]

P = printed [P] = printed under the Dissemination Scheme of National Versions of AJP Materials

Notes *1 2 adaptation in 5 languages

(3) Co-production of Literacy Video Programmes

Video programmes have been widely used worldwide and greatly appreciated as one of the most effective educational/instructional media to convey comprehensive messages to the learners. Responding to a great demand for effective and attractive media to be used in the field of literacy, ACCU has been producing, in co-operation with UNESCO and experts in the region, the video programmes as follows:

1. Water in Everyday Life - AJP material (16 minutes)
2. Poultry for Additional Income- AJP material (11 minutes)
3. How to Develop Literacy Materials for Women (25 minutes)
4. Street Children and Literacy (27 minutes)
5. Mina Smiles - Literacy Promotion Animation (16 minutes)

(4) General Information on Street Children and Literacy

Literacy Promotion Video

STREET CHILDREN AND LITERACY

Produced by Asia/Pacific Cultural Centre for UNESCO (ACCU), Tokyo and Media 21 (Tokyo)

In Co-operation with

- Bureau of Non-formal Education, Department of Education, Culture and Sports of the Philippines
- UNESCO Principal Regional Office for Asia and the Pacific (PROAP)
- Voluntary Deposit for International Aid Programme, Ministry of Posts and Telecommunications of Japan
- Regional Center for Educational Innovation and Technology (INNOTECH)
- Japan Committee for UNICEF
- other organizations concerned

1. Length and Language

28 minutes
English
(As a basis for the production of national versions by dubbing in the national language, the English version will be distributed to developing countries, especially in Asia and the Pacific region.)

2. Background

To enable illiterates in Asian/Pacific region to achieve literacy by the year 2000, the Asian Cultural Centre for UNESCO (ACCU), Tokyo is launching a new programme, a co-production of a series of literacy promotion videos titled "Literacy for Disadvantaged Population in Asia and the Pacific".

In Asia and the Pacific there are still many problems to overcome: the population explosion, the stagnation of social and economic development and complex ethical and linguistic situations. There is urgent need for the literacy education for disadvantaged population especially women, street children, elementary school dropouts numbering over 100 million, migrants and minority people.

In 1991-1992, ACCU produced, with financial assistance from the Voluntary Deposit for International Aid Programme carried out by the Ministry of Posts and Telecommunications in Japan, the first volume of the series, "Street Children and Literacy" in close collaboration with the Bureau of Non-formal Education, Ministry Education, Culture and Sports of the Philippines, Regional Center for Educational Innovation and Technology (INNOTECH), Japan Committee for UNICEF and UNESCO Principal Regional Office in Asia and the Pacific (PROAP).

3. Objective and Contents

To promote literacy for people living in harsh conditions, (for the first volume - street children in urban areas) who are disadvantaged due to lack of literacy skills.

The video introduces the present situation and problems of these street children and shows practical solutions to improve their lives and literacy skills in literacy classes, etc., thereby contributing to "Education for All" in the Asian/Pacific region.

Special emphasis is laid upon concrete strategies for creating cooperation among parents, communities and teachers, which is a very important factor in providing literacy skill to street children as well as improving their lives.

4. Target Audience

Personnel in charge of literacy, non-formal education, and out-of-school education, especially those deeply engaged in education for street children, at every level from policy makers to teachers/tutors on the spot in Asia and the Pacific.

5. Production of National Versions

Any organization/institution is encouraged to produce the national version of the video programme. Sub-mother tapes for producing the national versions (3/4 inch U-matic in three systems, i.e. PAL, NTSC and SECAM) without English narration can be provided on a rental basis at the request of the organizations/institutions.

All correspondence should be addressed to:

The Director-General,
Asia/Pacific Cultural Centre for UNESCO (ACCU)
No. 6 Fukuromachi, Shinjuku-ku, Tokyo, 162 JAPAN

(phone) +81-3-3269-4445/4435
(fax) +81-3-3269-4510

(5) General Information on Mina Smiles

LITERACY PROMOTION ANIMATION VIDEO

MINA SMILES

General Information on Dissemination and Utilization

1. Background

MINA SMILES, an epoch-making literacy promotion animation video was initiated at the Regional Meeting on the Production of Animation Videos in Asia and the Pacific held in Tokyo in 1991 and produced by the Asian Cultural Centre for UNESCO (ACCU), Tokyo in close co-operation with UNESCO Principal Regional Office for Asia and the Pacific (PROAP) and literacy and animation experts in the region with financial assistance from the Tokio Marine and Fire Insurance Co., Ltd.

Animation has been greatly appreciated and widely used worldwide as one of the most attractive and effective educational/instructional media to convey messages humorously to the audience. Responding to a great demand for effective and dramatic media to promote literacy, *MINA SMILES* was produced.

2. Objectives

The objectives of the programme are to promote literacy by encouraging illiterate people to learn how to read and write and at the same time to help literate people realize the serious illiteracy problems which around 100 million people in the world are facing in everyday life.

3. Target audience

Both illiterate and literate people who are involved or interested in literacy and non-formal education in developing countries.

4. Length and Language

16 minutes, English
(Production of the national versions are encouraged. For details refer to Item 7, Dissemination of the programme.)

5. Video systems

Three systems of PAL, SECAM and NTSC (1/2 VHS) are available so that the programme can be enjoyed in every part of the world.

6. Price

US$40 for Non-OECD Member States (except shipping fee)
US$80 for OECD Member States mentioned below: (except shipping fee)
Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Luxembourg, The Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom, United Nations

7. Dissemination of the programme

A. Production of national versions

Production of national versions in vernacular languages are encouraged for wider dissemination of the programme. One-inch sub-mother tape with music and sound effects but without English dialogue in three systems, PAL, SECAM and NTSC and English script for translation are available. Any organizations are welcome to produce the national versions with the permission of ACCU.

(1) For production of the national versions to be distributed free of charge
No copyright fee is needed. A sub-mother tape and an English script can be provided to the executing organization free of charge under the following conditions.

The executing organization should:
- submit a plan of the production of the national version to ACCU
- submit one copy of the national version in 1/2 VHS tape to ACCU
- submit a final report to ACCU.

(2) For production of the national versions for sale
Basically copyright fee will be charged. The executing organization should request ACCU to give the permission and make a contract accordingly.

B. Broadcast on television

Broadcast on TV is encouraged. The TV stations who are going to air the programme should request ACCU for the permission. For Non-OECD-Member States basically no fee will be charged.

NOTE: Unauthorized reproduction, distribution and exhibition of this programme is prohibited.

8. Correspondence

All correspondences concerned should be addressed to:
The Director-General
Asia/Pacific Cultural Centre for UNESCO (ACCU)
No. 6 Fukuromachi, Shinjuku-ku, Tokyo, 162 JAPAN
(phone) +81-3-3269-4435/4445
(fax) +81-3-3269-4510 (cable address) ASCULCENTRE TOKYO

3. Training of Experts on Development of Materials for Neo-Literates

ACCU has been carrying out the following two programmes for training of experts on development of literacy materials in the region:

- Organization of Regional Workshop on Preparation of Literacy Follow-up Materials
- Sending an International Team of Experts of Development of Materials for Neo-Literates to the National Workshop in the Member States

(1) Organization of Regional Workshop on the Preparation of Literacy Follow-up Materials

To date 228 experts have been trained in the Regional Workshops as follows:

	Theme	**Venue and Date**	
1st	Development of Literacy Follow-up Materials	*Japan and Philippines,* 18-29 April 1983	*24 participants* 12 countries
2nd	Preparation and Field Testing of Materials for Neo-Literates	*Chiangmai, Thailand* 3-12 Oct. 1984	*23 participants* 11 countries
3rd	Development and Utilization of Neo-Literate Materials	*Tokyo, Japan* 26 Nov. - 3 Dec. 1985	*18 participants* 11 countries
4th	Practical Method for Preparation of Neo-Literate Materials	*Bandung, Indonesia* 20-29 Oct. 1986	*16 participants* 7 countries
5th	Field Survey, Preparation and Field Testing of Neo-Literate Materials	*Pune, India* 9-18 November 1987	*18 participants* 10 countries
6th	Preparation of Neo-Literate Materials for Rural Development	*Kuching, Malaysia* 21-30 Sept. 1988	*22 participants* 13 countries
7th	Preparation of Literacy Materials for Women in Rural Areas	*Kathmandu, Nepal* 17-26 Oct. 1989	*23 participants* 12 countries
8th	Development of Audio-Visual Literacy Materials for Women in Rural Areas	*Pattaya, Thailand* 9-20 Oct. 1990	*24 participants* 12 counties
9th	Development of Literacy Follow-up Materials for Women and Other Disadvantaged Population	*Islamabad, Pakistan* 2-13 Nov. 1991	*26 participants* 16 countries
10th	Preparation of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas	*Dalian, China* 6-17 Oct. 1992	*29 participants* 16 countries

(2) Sending an International Team of Experts of Development of Materials for Neo-Literates to the National Workshop in the Member States

Year	**Venue**	**No. of Participants**	**Host Organization**
1st (1986)	Kathmandu, NEPAL	36	Ministry of Education and Culture
2nd (1986)	Bandung, INDONESIA	30	Ministry of Education and Culture
3rd (1987)	Fuzhou, CHINA	34	State Education Commission, China; Chinese National Commission for UNESCO; Fujian Provincial Education Commission

4th (1988)	Hanoi, VIETNAM	25	Complementary Education Department and Research Centre for Adult General Education, Ministry of Education
5th (1989)	Islamabad, PAKISTAN	33	Primary and Non-formal Education Wing, Ministry of Education
6th (1990)	Penang, MALAYSIA	28	Community Development Division (KEMAS), Ministry of Rural Development
7th (1991)	Quezon City, PHILIPPINES	32	Bureau of Non-formal Education, Department of Education, Culture and Sports
8th (1992)	Ulan Bator, MONGOLIA	32	Ministry of Education
TOTAL	8 countries	250	

4 Organization of Sub-Regional Workshop on the Development of Basic Literacy Reading Materials in Asia and the Pacific

To develop effective basic literacy reading materials including basic literacy primer, teacher's guide and supplementary materials in the participating countries, ACCU launched the new programme, organization of Sub-Regional Workshop with financial support from the Japanese Literacy Funds-in-Trust for the Promotion of Literacy through UNESCO/PROAP.

The First Sub-Regional Workshop was held in Calcutta, India in July 1992 attended by 21 participants and three resource persons from seven countries where each country team developed draft basic literacy primer based on the curriculum in their vernacular languages.

In 1993 the Second Sub-Regional Workshop is to be held in South-eastern Asia.

5. Other Programmes

(1) Co-production of "New Guidebook for Development and Production of Literacy Materials" (published in 1992.)

(2) Co-production of the picture book "Guess What I'm Doing!" with UNESCO on the occasion of the International Literacy Year (ILY)
(So far 30 kinds of the national versions of the ILY picture book has been published and 33 kinds of the national versions are now under process of production.)

(3) Production of "Selection from Literacy Materials in Asia and the Pacific"

(4) Awarding of ACCU Prizes for Fully Illustrated Literacy Follow-up Materials
First - 1987/88, Second - 1989/90, Third - 1991/92

(5) Holding 15th Photo Contest in Asia and the Pacific (1990) titled "Education for ALL"
(The traveling photo exhibition started in 1991 in which the photo panels of the prize-wining works were exhibited in 13 countries in the region.)

3. Country Report

BHUTAN

by Mr. Thinley Wangdi
Secretary
Bhutan National Commission for UNESCO
Ministry of Social Services

Introduction:

When Bhutan embarked on what is so called planned socio economic development in 1960, she was faced with severe shortage of skilled and educated manpower. Since then, high priority has been given in terms of allocation of resources for education sector to meet the demand for educated manpower requirements as well as to promote literacy. In spite of sincere efforts made during these past three decades, 1990 estimates indicate that adult literacy range between 25 to 35 % only. A survey conducted by the Department of Education in 1990 also estimates that gross primary (PP-VI) school enrollment ratio at 67 %.

As the country rapidly becomes more and more advanced economically and technologically, it is evident that the capacity of the less or non-educated segment of population to undertake gainful employment will diminish. Non upgrading their skills will lead to their marginalization.

This large number of out of school children, high rate of dropout from the formal school system, and the general level of illiteracy among the adult population, the need for a non-formal system of education to promote literacy, basic education to the out of school children and early dropouts and continuing education for those desirous of enhancing their qualification is paramount.

Bhutan was one of the 155 countries who attended the World Conference on Education in Jomtien in 1990. Following the Conference, the Royal Government has pronounced its determination to achieve the target of "Education for All" by the year 2000. Towards the achievement this goal, the Department of Education has set targets to increase the primary school enrollment by 7 % annually. It has also decided to introduce non-formal and adult education to accelerate promotion of literacy.

It can be said that the concept of non-formal education is fairly new. However, in the past, Dzongkha Development Division now the Dzongkha Development Commission used to conduct Dzongkha courses for Non-Dzongkha speaking people who are interested to learn or improve Dzongkha - the national/official language. Bhutan Broadcasting Service also gives programmes in agriculture, animal husbandry, health & sanitation and general knowledge.

Because of their experience in such programmes, Dzongkha Development Commission has now assumed the responsibility of conducting literacy programmes. Initially, it was intended for courses in Dzongkha only as part of promotion of Dzongkha - the national/official language. As the programme has to cater to the

needs and interests of different individuals, there are plans to include English, arithmetic and skill-based activities and also courses in regional languages.

At present there are 33 centres with 59 instructors. Many of these centres are located in the remote areas in most cases housed in community owned buildings and community schools. The problems faced in the literacy programmes are: 1. Lack of qualified trained instructors. 2. Lack of qualified personnel to develop course materials and supplementary reading materials. 3. Lack of supervision. 4. Financial constraints. 5. No exposure to literacy programmes outside the country.

So far Dzongkha Development Commission has conducted two National level workshops - one at Paro and the other one at Phuntsholing. During the Paro Workshop issues discussed were development of curricula for non-formal education. They have also conducted a training of trainers workshop at Haa.

Dzongkha Development Commission has found many of the AJP materials to be relevant and they have plans to interpret and translate in the Bhutanese context.

The statement below gives a summary of plan programmes for the next five years.

Year ofImplementation

Activity	1992	1993	1994	1995	1996	Total
Number of Literacy Courses	10	50	100	150	150	460
Number of participants	200	1000	2000	3000	3000	9200
Number of Instructor traing workshops	1	2	5	5	5	18
Number of Instructors newly trained	15	75	150	150	150	540
Number of Trainers Workshop	1	1	1	1	1	5

Year of Implementation

Activity	1992	1993	1994	1995	1996	Total
Number of Trainers Trained	10	10	10	-	-	30
Number of Master Trainers trained	1	1	2	-	-	4
Number of Project Managers Trained	1	1	2	-	-	4
Number of curriculum and Material development workshop	2	1	1	1	1	6
Number of Literacy primers developed for illiterates	2	-	-	2	-	4
Number of supplmentary readers developed for neo-literates	10	10				

Source : Department of Education.

THAILAND

by Dr. Tongyoo Kaewsaiha
Deputy Director-General
Non-Formal Education Department
Ministry of Education

I. Contemporary Circumstances and Problem of Literacy in Thailand

1.1 During the past decade Thailand has been more serious in elimination of illiteracy. Success has been achieved through various programmes for not only helping people become literates but also leading them to improve their life quality aspects coupling with literacy skills like developing occupation and environment concerned etc. Such programme is named "Functional Literacy".

1.2 Nevertheless, although such effort has been carried out, Thailand cannot eradicate illiteracy problem expeditiously due to various obstacles regarding economic and social aspects, arduous communications, literacy relapse because of irregular use of literacy skills even though village reading centres are set up. But such centres are not enough as only 40% of the whole villages have been put up, whereas the people in the remote areas still lack of the chance to visit the centres, as well as the postal materials easily mailed to the centres.

1.3 During 1983-1987 the government conducted the National Literacy Campaign Project through invoking the literates to teach others, beginning from among family members to those in the vicinity and the community. The result was that the campaign could help more than one million people become literates. Further problem still remained, i.e. poor people in remote areas, minor groups of people and street children did not have the opportunity. However, the campaign did help invoke the general spirit and motivate the feelings of responsibility among general public, working units and various organizations to consolidate their efforts for increasing the opportunity of providing literacy covering target groups.

1.4 In 1990, the World Conference on Education for All was held at Jomtien in Pattaya where the pledge was declared about the provision of education for general public. The conference conclusion was that all the countries should attempt in all ways to support everyone of their population to be educated. Thailand is a country that has provided numerous programmes in support of conference conclusion, such as to expand the programme of kindergarten school in rural area, to expand the secondary education in the primary school, to provide programme in support of education for married couples and parents, etc.

1.5 At present, according to statistics, about 70% of Thai people are illiterates, the target group of which mostly are the minority such as the hill-tribe group in the north, Chao Lay (or Chao Nam- the race of people inhabiting in the west coast of Thailand near the Indian Ocean) and those who use Malay language in the south, Chao Suoy in the east and the street children as well as the physically handicapped. All these target groups of people are being taken care by the state and private organizations having innumerable process of taking care and facility such as new regulations and law through volunteer, special communications and appropriate teaching/learning, etc.

1.6 To sum up, it may be said that, even though Thailand has rather high rate of literacy and rather proper effective programmes to eradicate illiteracy, some problematic circumstance still remains, especially regarding the rest wide areas being outside official control and the people having inferior opportunity to be facilitated because staying very far away.

2. The Production and Application of AJP Materials

2.1 The AJP Materials are the prototype materials being created and produced among the Asian and Pacific member countries in cooperation with the ACCU. It is part of personnel training programme on production of literacy materials for neo-literates. Initially, the AJP materials were produced through consideration of the existing general problems aspects shown in the particular materials were those belong to the illustrators provided by particular nations. Even though the theme and content seemed appropriate for encouraging the feeling of problem solving, but the materials were found unable to call as much interest as they should be. However, the translation into vernacular version could more or less call some attention but not being widely used.

2.2 The AJP Materials at the later times have been much more developed and acceptable to all types of cultures since the contents are presented in terms of general culture in which all member countries have more opportunities to adapt into their own cultures and to produce in more varieties models of materials. Moreover all member countries have increased more techniques in creating and producing more interesting materials, thereby have made the AJP Materials more widely used. In Thailand, the AJP Materials have been recognized among concerned agencies both government and private sectors who see them as the good model for the production of training materials in various fields. The Handbook of AJP materials production was translated and produced into Thai national language in which they were distributed into a wider scale including those agencies concerning the production of training materials for rural development as well as school libraries, colleges/ universities and public libraries all over the country. This Thai version of AJP training materials is now becoming well known and being used as good reference.

2.3 In Thailand, the AJP Materials can be produced in two different ways. The first of which can be done by the Department of Non-Formal Education who does both the production of prototype materials and the printing/duplicating the copies through the use of available printing machine in which the quality are low in terms of size and colour distinction. The second way can be done through the Department of Non-Formal Education who produces the prototype materials then have the outside private publishers to print and produce. The AJP materials produced through the second way are mostly found very good quality and good standard but the cost for the production is so high that the Thai government cannot always afford to do so. Therefore, the AJP Materials in Thai version are produced in a limited amount, contributing to the inability in disseminating and expanding a wider scale. Another obstacle in the production of AJP Materials into Thai version is that the NFE Department who takes care of the production has inadequate illustrators since most of available ones are loaded by their regular works and have to be engaged in other additional assignments. Since to hire the outside illustrators is found very costly, Thailand would recommend that the ACCU organize the training programme for illustrators both in, terms of designing and skills training. If such training programme can be organized for Thai

illustrators, it is hoped that the AJP Materials in Thai version can be used and expanded into a wider scale.

2.4 In the recent years, the application of AJP Materials has been expanded and increased satisfactorily both in terms of distribution and displaying as well as in some courses of learning/teaching such as mathematics, quality of life promotion etc. In terms of follow-up and evaluation of the application of AJP Materials in Thailand, it was found that the AJP Materials were not adequate for use in the rural areas due to the limit amount of production, thereby contributing to the less opportunity of target groups to make use of these materials. Therefore, the knowledge gained from AJP materials are not so productive.

2.5 However, the strength and benefit of AJP Materials are that they are found very useful for training of Non-Formal Education Department's personnel as well as other concerned organization. Through the training programmes the trainees are found to possess relevant skills in the production of literacy materials for neo-literates in rural areas. Besides they have more capability of applying their acquired knowledge in the production of appropriate material for particular target groups. One good example is the "NP Process" which is introduced by ACCU and expanded for use in Thailand.

3. Recommendation for the Production of AJP Materials

3.1 As stated from the foregoing, it is recommended that ACCU be proposed to consider the following themes which may be useful for the future production of AJP Materials.

3.1.1 Materials for the minority group on "Promoting quality of life and loving of nature and environment"

3.1.2 Materials for normatic youths on "How to be a good citizen"

3.1.3 Materials for handicapped and disabled group on "My Hobbies"

3.1.4 Materials for special target groups such as the married couples expecting a child, group of future man and wife, group of parents expecting another family members, etc.

3.2 ACCU should take into consideration the conduct of training programme for illustrators in member countries, both in material design and illustrating skills so as to help the member countries to acquire skills in producing good quality of materials. In so doing, the ACCU may locate sources of funds for training from UNESCO/UNDP or Japanese Government.

3.3 ACCU should lead the role in securing varieties of materials for presenting to the Regional and National training workshop for production of AJP Material in the future

3.4 ACCU should produce the hand book for designing training materials by inviting the experts/skilled designers to help the designers of member countries in writing and identifying examples of varieties design starting from steps of designing to the process of production so that the member countries can make use of acquired skills for continuing the development of their materials.

4. Conclusion

ACCU has been long organized the Asian/Pacific Joint Production Programme of Materials for New-Literates in Rural Areas (AJP) in which its efforts have leaded to the promotion and development of personnel in this field for many countries. Thus, these efforts are seen of most benefit to the underprivileged group of people in rural areas, contributing to more equal and identify of humanity throughout this region. Although these efforts have occasionally encountered problems, it seems that the obstacles are of simple challenges task. However, this great spirit and the leadership in this field have made ACCU to further bear its burden in helping all member countries. Thus, this burden should be most appraised by all concerned, especially those working on behalf of underprivileged in the rural areas who benefit this initiation and continue to gain more development in this field through the great efforts from ACCU, the institution where much appreciation from all member countries should be given.

VIETNAM

Mr. NGUYEN XUAN THANG
Acting Secretary General
Vietnam National Commission for UNESCO

I. Present Situation of Literacy Programmes in Vietnam

Since August 1945, when the State of Vietnam democratic Republic came into being, the course of illiteracy eradication has become one of the greatest and most important policies of the Government of Vietnam. At that time, more than 90% of the population were illiterate.

In 1978, after three decades (1945 - 1978) of great efforts made by the whole nation, it was officially announced that the Socialist Republic of Vietnam basically completed illiteracy abolition. For the period, 15 million people had become literate.

At present, nevertheless, illiteracy still remains one of the problems of great significance for development in our country. According to official figures in 1989 in Vietnam there are still 5,391,000 illiterates (of the age above 10 years), or about 9%, of the population (among which girls and women occupy 71%, those within 15 - 25 years old).

Bearing in the mind of the significance of literacy for national development, the Vietnamese Government pays great attention and high priority to literacy programmes.

In response to the International Year of Literacy launched by UNESCO, the Government of the Socialist Republic of Vietnam established the Illiteracy National Committee to undertake the cause of fighting illiteracy for adults and implement universalization of primary education for children under school-age. This Committee, consisting of representatives of eleven State institutions and various mass organizations, directs illiteracy and primary educational universalization programmes and activities carried out at provincial and grassroot levels.

During the last two years, we have pushed up the fight against illiteracy at nation-wide scale and achieved initial encouraging results.

Up to now, 6 provinces and cities have been recognized as the country's pioneer examples in the fight against illiteracy and in primary educational universalization.

During the two years of 1990 and 1991 we already abolished illiteracy for 350,000 people among 2 million illiterate people under the age of 15 - 35. High priority was given to the compatriots living in the mountainous. remote and hard-to-reach areas, and the female people of different age groups.

Particularly in the first months of 1992 there were nearly 110.000 people attending literacy classes and 250.000 outside-school children completing primary school education.

In February 1992 the National Committee against Illiteracy held a meeting to evaluate the situation and approve the plan of activities up to 1995 aimed at abolishing illiteracy for one more million people of the 15 - 35 age group. In the near future we will organize post-literacy classes with the programmes and appropriate textbooks to each group of recipients and to each region in conformity with the guiding principle : wherever the illiteracy abolition is achieved, the post-literacy classes should be set up to consolidate the achieved results.

Beside the Government's efforts, various NGOs and other mass organizations also pay due attention and render great contribution to this cause. Every year, the Government spends around 20 billion VND (equivalent 2 million USD) for national literacy programmes. In this connection, we also should highly appreciate generous assistance and supports from UNESCO other international organizations to Vietnam for the above purpose.

However, in this field, a great deal of difficulties and problems still remain and more efforts should be concentrated in order to improve the following obstacles:

a. In implementing the literacy and post-literacy programmes, positive results have been mainly obtained in urban and plain areas. In remote and disadvantaged areas, the illiteracy-rate is still rather high, especially in the North mountainous and Central Highland areas (see below table).

ILLITERACY-RATE IN SOME PROVINCES IN NORTH MOUNTAINOUS AND CENTRAL HIGHLAND AREAS

Province	Illiterate Rate (%)		
	in general	men	women
Lai Chau	50.88	38.1	63
Gia Lai - Kontum	39.38	32.1	48.1
Son La	39.20	26.3	51.5
Ha Tuyen	33.00	26.7	38.7
Hoang Lien Son	29.96	23.6	35.8
Cao Bang	28.29	21.0	31.1

b. Due to our limited resources, the expenditure from the State Budget and other financial sources for the literacy programmes, although high priority has been rendered, are not able to meet all urgent and high requirements in the field, especially to that of infrastructure (school, class, teaching materials).

c. Appropriate teaching materials served for each disadvantaged group and region are not enough available.

The utilization of mother-tongues in implementing illiterate eradication for minority groups is still limited and not in systematic manners, especially in preparing teaching materials.

d. The shortage of appropriate post-literacy equipment and materials also cause high illiterate - rate in some regions. In addition to that, the situation is worse as high drop-rate in primary pupils (Drop-rate of primary pupils was 9.31% in 1981-1985, in 1986 - 1990 it reached 10.72%)

II. Situation of Production and Utilization of Vietnam Versions of AJP Materials

In this regard, we highly appreciate ACCU's valuable supports and generous assistance to Vietnam for participating Asian/ Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP).

Since 1990, with the supports from ACCU, Vietnam has implemented 3 programmes in the framework of AJP (1990, 1991 and 1992 AJP Schemes). The Centre for Adult Education (RCAE) and the Institute for Education Sciences are the national focal points in carrying out those programmes, including the adaptation, production and dissemination of AJP materials of ACCU in Vietnam. Under these schemes, 8 Vietnamese versions of AJP materials have been produced and disseminated widely for use in 15 provinces throughout the countries . In 1991 the RCAE in cooperation with Ha Nam Ninh Provincial Education Bureau organized a Training Workshop on utilization of AJP material for 5 northern provinces of Vietnam. Recently, in May 1993, the Second Training Workshop on AJP materials' utilization was held in Hue, the ancient capital city of Vietnam. Participants from 10 selected provinces over the country attended the Workshop. These materials have been disseminated very widely for use in literacy follow-up classes and courses. They are used very effectively also at different Learning Centres, continuing Education Centres in our country and are highly appreciated. Beside taking the AJP materials as prototypes, many other materials have been designed and printed to served in various post-literacy programmes especially for rural and mountainous areas.

In December 1992, national Organization for Continuing Education and Development (NOCEAD), in cooperation with UNESCO/PROAP and Vietnam National Commission for UNESCO, translated and printed the .ACCU Guide-book for Development and Production of Literacy materials, which is now used very effectively in Vietnam.

For the period, many Vietnamese educationists have been trained at ACCU Workshops and Training Courses on literacy and literacy-follow-up materials and obtained valuable experiences and skills knowledge. Many Vietnamese educationists have also participated very actively in ACCU's Prize for literacy and literacy follow-up materials' production and received many awards, which are indeed great encouragement to the cause of literacy in our country.

III. Proposed Themes and Suggestions on Improvement of AJP Programmes

1. After reviewing the implementation of AJP programmes in Vietnam and taking into account present situation and problems in the field of literacy and literacy-follow-up activities, we take the liberty to make following suggestions:

1.1. As for the Programmes would be appreciated and very useful so .ACCU should pay more attention to the production of AJP materials for special disadvantaged groups of population (street children, handicapped persons, people of ethnic minorities,...)

1.2. Promote the adaptation and production of materials for neo-literates in native languages of ethnic minorities.

- Help UNESCO member-states translate, adapt and publish widely the New Guidebook for Development and Production of literacy materials for use along with AJP materials.
- Encourage the use of AJP materials in other projects in the field which may be funded by other agencies and donors.

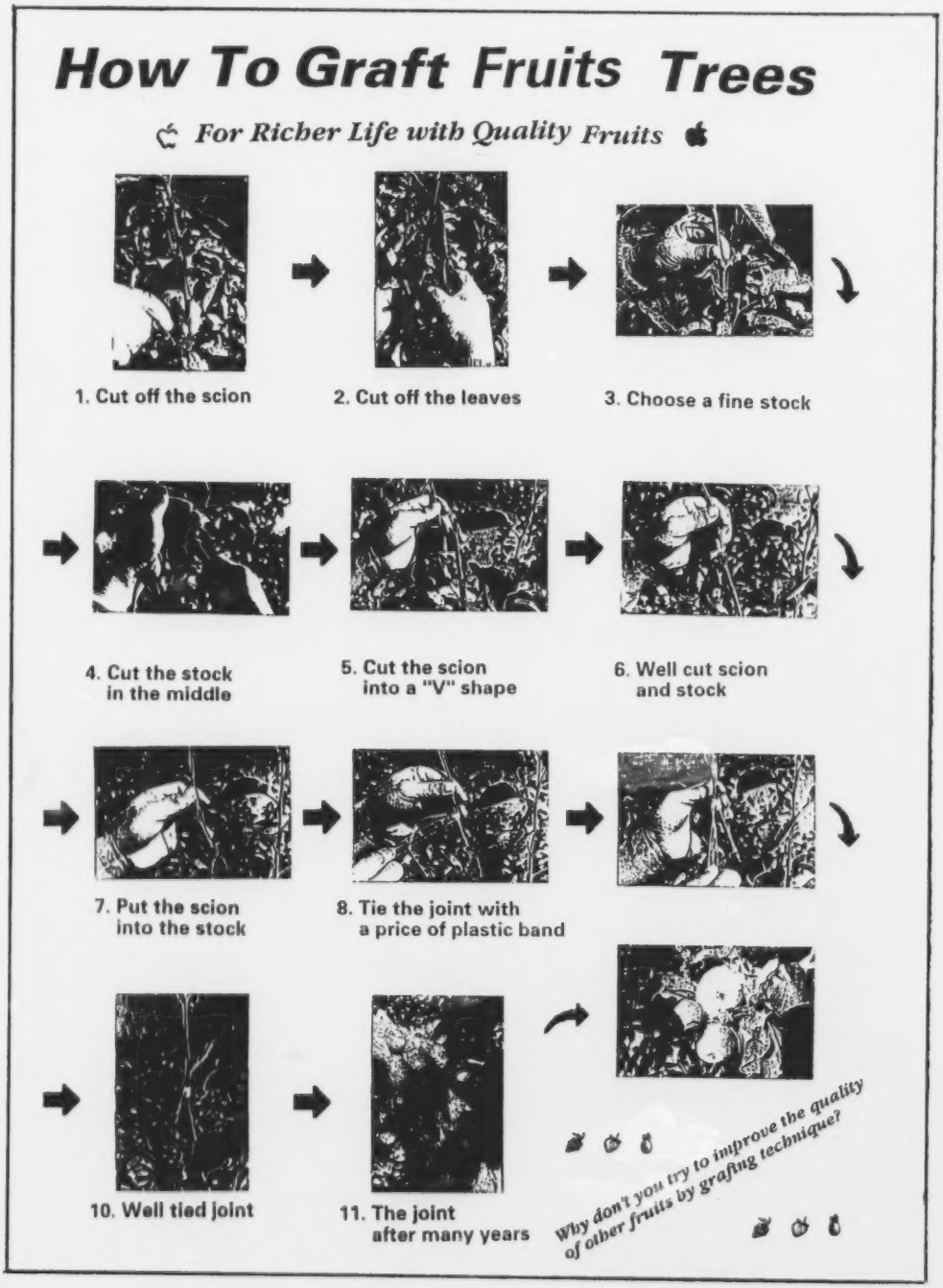
2. As for the themes : We suggest that more attention should be given to :

- Environment protection.
- AIDS prevention and awareness.
- Cultural Heritage of Mankind (response to the World Decade for Cultural Development - WDCD).
- Good national traditions.
- Scientific and Technological knowledge for everyday life (in cooperation with UNESCO Programme 2000+).
- Medical first help.

In conclusion, I would like to thank you very much for your kind attention.

4. Draft New (1993) AJP Materials

(1) How to Graft Fruit Trees (poster and video)

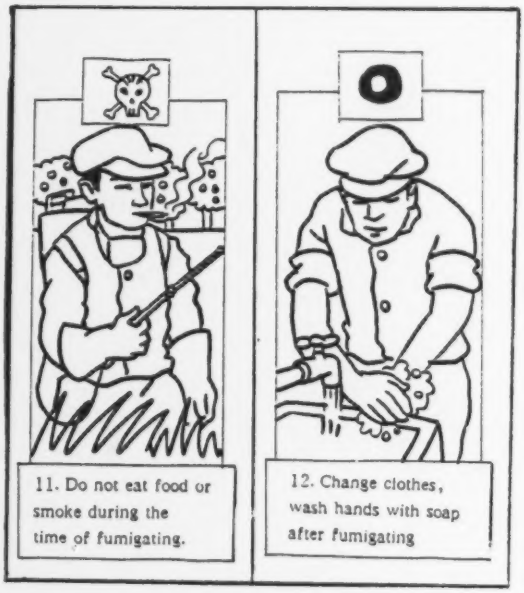

How To Graft Fruits Trees
For Richer Life with Quality Fruits
1. Cut off the scion
2. Cut off the leaves
3. Choose a fine stock
4. Cut the stock in the middle
5. Cut the scion into a "V" shape
6. Well cut scion and stock
7. Put the scion into the stock
8. Tie the joint with a price of plastic band
10. Well tied joint
11. The joint after many years
Why don't you try to improve the quality of other fruits by grafting technique?

Scenario for the video programme

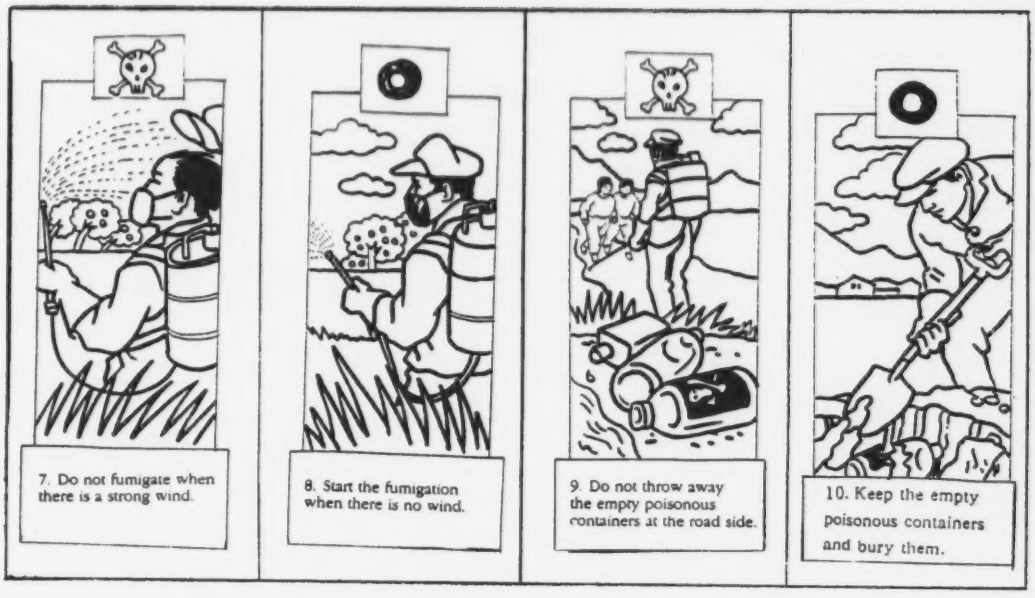
No.	Visual	Audio
1.	Title - Caption with graphic in Chinese & English "Apple Magic - Grafting -	Popular music in China / Sentimental
2.	Wide view of the village with apple yard	This is the village where a lot of apples are produced. However, the variety of apples is not so abundant. In this programme, we show you how to improve the quality of apples using a simple technique, that is, grafting, to increase your income.
3.	Long shot of poor apple tree (Kokko) with the working farmer. Close up to the farmer and the interviewer talking about quality of apple for better earning.	INT. Q1: How do you do? What kind of apple do you grow? A1: Kokko. Q2: How much do you get for selling this apple per kilo? A2: one yuan per kilo. Q3: Do you want to change for new variety - of the apple to get more money? A3: Oh, yes!!
4.	Apple (Fuji) (2 cuts)	Na. Here is a good example. Let's take a look at another apple yard.
5.	Long shot of Fuji apple yard with the farmer working in the yard. Close up of Fuji apple trees Close up of apple, interviewer with the farmer.,	Q1: How do you do? What kind of apple tree is it? A1: Fuji. Q2: Why did you choose Fuji? A2: Because it has a better quality, a higher price and I can earn more money. Q3: When did you plant it? A3: Five years ago. Q4: What is you annual income? A4: About 7,500 yuan. Q5: What technique did you use to change the species of apple on one tree? A5: Grafting. - Music -
6.	Explanation of grafting by the instructor Sub-title: Grafting	In this village, there are mainly Kokko apple tree yard. But the price is very low and the farmers earn less money. It's important to change poor varieties of apples into new ones. To change to the new variety, we should learn techniques. Here we will introduce to you how to do it by grafting.
7.	Demonstration of grafting by the instructor	Grafting is a way to get a bud or scion from a branch of an apple tree, and put it together with a stock and it will grow into a new branch. For grafting, we usually use a pair of scissors, a knife and a piece of plastic. There are many ways of grafting, the popular ways are bud grafting and scion grafting.
8.	Sub-title: Bud Grafting Demonstration	The following is one way of budding. It can be used in all seasons except winter.

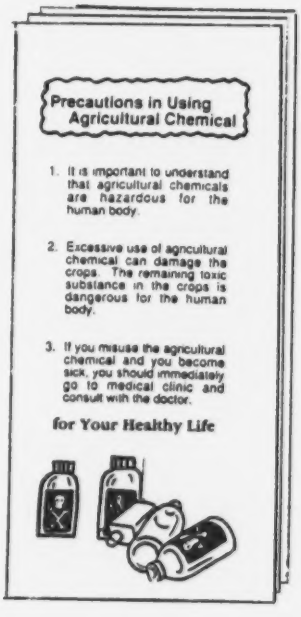
No.	Visual	Audio
		Cut a Fuji apple branch as a scion. Cut at 1 cm. above the bud horizontally and at 1.5 cm under vertically, then peel the bud off. Find a good place on the Kokko apple branch and cut it into "V" shape. Then take the cut apart. Insert the bud into the cut gently. Tie the joint, not too loose and not too tight.
9.	Sub-title: Scion Grafting Demonstration	Scion grafting is a way to cut a branch as scion, joint it with another tree or a stock, and it will grow into a new branch. Cut off the upper branch on the Kokko apple tree. Cut vertically in the middle. A "V" shape should be cut at 2-3 buds of the scion. Insert the scion into the cut. Tie with a piece of plastic well. Put a plastic bag on the scion to keep warmth and moisture during spring. This is a well-grown branch after grafting. After a few years it begins to bear fruit. Scion grafting is mainly used for the dry trees.
10.	Old man smiling with Fuji apples	Na. Now, as a result of grafting techniques, the farmer succeeded in improving the quality of apples
11.	Lolly bringing apples to the market.	
12.	A man buying Fuji in the market	Fuji, which he produced, can be sold at a good price in the market.
13.	Long shot of the vocational school Close up of teacher giving lesson to the farmers includes farmers reading the grafting book. Close up view of the newspaper, posters and books.	Such useful information and knowledge is available in the vocational school of the village. Many other beneficial information for a happier life can also obtained through newspapers, posters and books.
14.	Whole view of the village	The grafting technique is one of the ways of changing old variety to new variety of apple trees, for more money.
15.	Happy farmers	Through the grafting technique they have earned more money and living very happily. Besides the grafting, a lot of useful and beneficial knowledge which make your life happier and richer can be obtained through reading. Why don't we learn more for our happier future?

(2) How to Fumigate Safely (pamphlet)



1. Do not put the poisons with in the reach of children.
2. Put poisons in a locked place.
3. Do not stir the poisonous liquids with hands.
4. Use mask, measuring glass, wood stick when stirring.


7. Do not fumigate when there is a strong wind.
8. Start the fumigation when there is no wind.
9. Do not throw away the empty poisonous containers at the road side.
10. Keep the empty poisonous containers and bury them.


Precautions in Using Agricultural Chemical
1. It is important to understand that agricultural chemicals are hazardous for the human body.
2. Excessive use of agricultural chemical can damage the crops. The remaining toxic substance in the crops is dangerous for the human body.
3. If you misuse the agricultural chemical and you become sick, you should immediately go to medical clinic and consult with the doctor.
for Your Healthy Life

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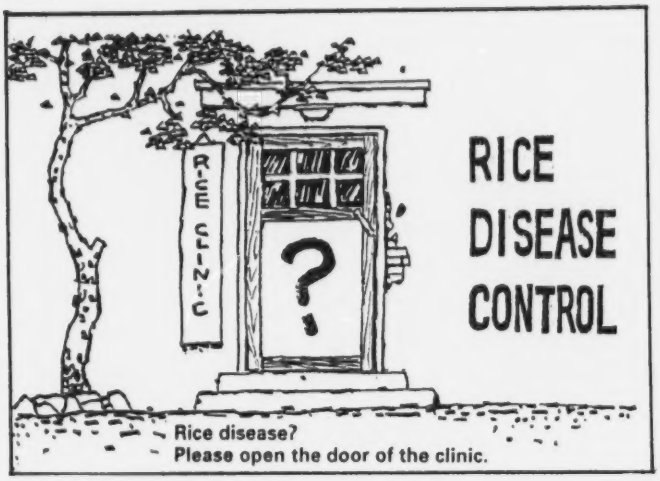
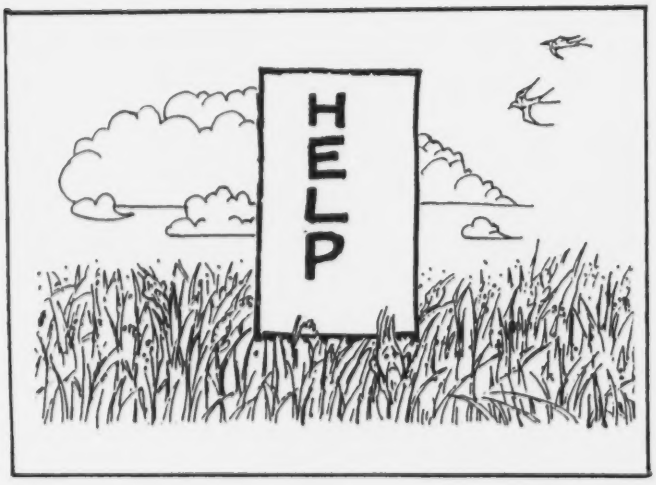
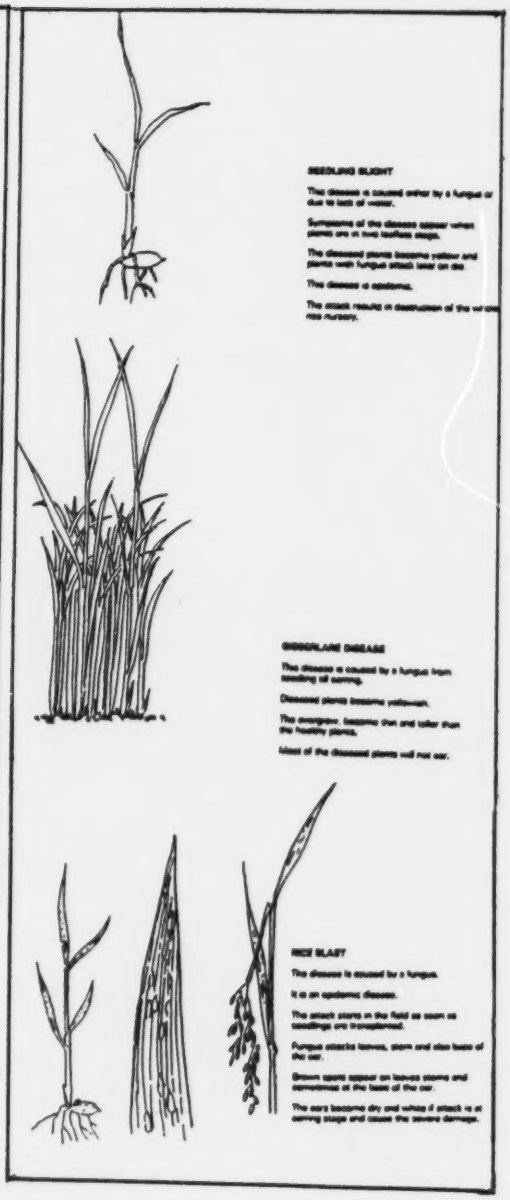
(3) Rice Disease Control (booklet)







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How to control seedling blight --------

Seed bed should be soaked up to 18 cm depth for 36 hours

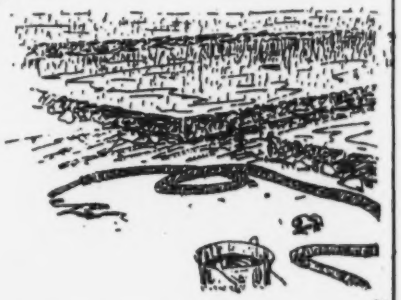
Dissolve 2.5ml sulfuric acid in 2.5 liter water and apply it at a rate of one square meter of seed bed.

Please put the acid in the water and not the water in the acid.

3

Mix 2.5 gm DIXIZON in 2 liter water and spray it on one square meter nursery bed.

Keep enough water after one leaf stage of seedlings.



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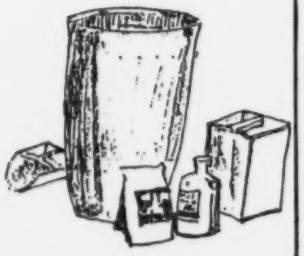


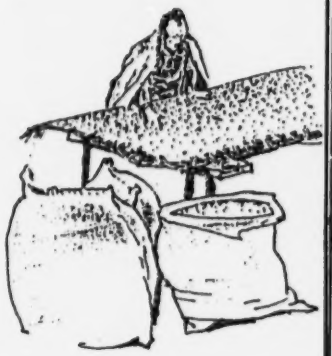
Dissolve 3kg lime or 300 gm Gibberellicide in 100 liter water, stir it and soak the seed in it for 72 hours.

5

How to Control Gibberlare Disease ----

Remove the residue of previous rice crop from seed bed and keep the field clean.

6



How to control rice blast ----------

use resistant variety.

7

Use disease free field for nursery and crop sowing.

8

9

Use balanced fertilizer, avoid to use excessive nitrogenous fertilizer.

Change water occasionally from the rice field.

Dissolve on of the following fungicide in 60 liter water
*75-80 gm HINOZAN
*75-80 gm FUJI-I
*25 gm TRICYCLAZOLE

Spray any one above solution twice on the rice crop
- when crop is yet to start ears.
- when crop has developed ears.

Choose a sunny day for spraying pesticides

10

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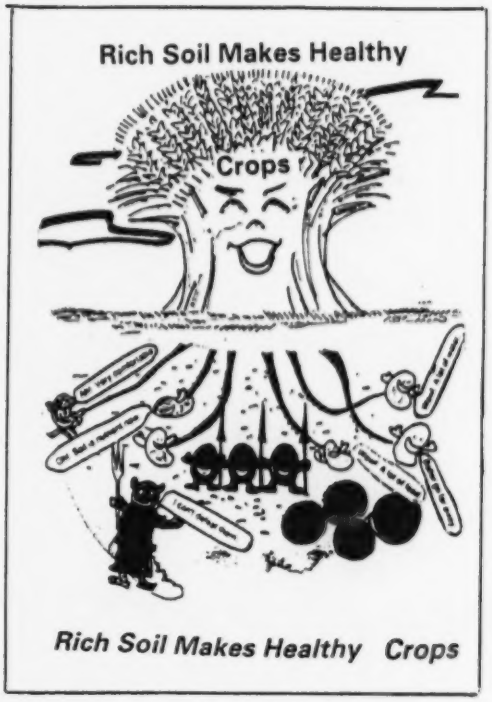
(4) Rich Soil Makes Healthy Crops (booklet)



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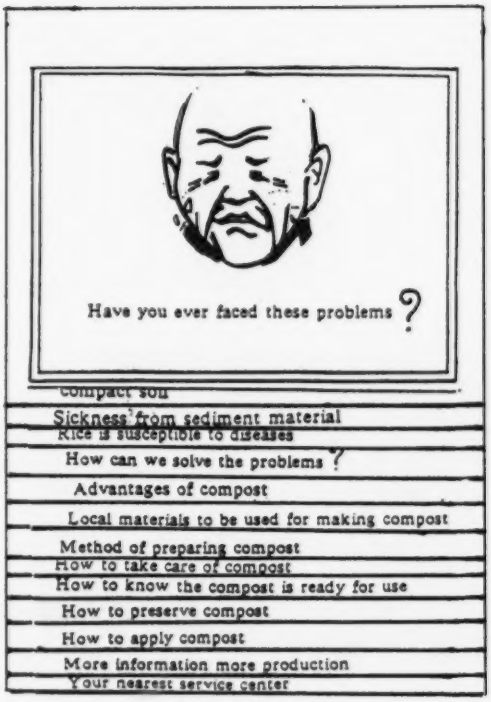
Have you ever faced these problems ?
Compact soil
Sickness from sediment material
Rice is susceptible to diseases
How can we solve the problems ?
Advantages of compost
Local materials to be used for making compost
Method of preparing compost
How to take care of compost
How to know the compost is ready for use
How to preserve compost
How to apply compost
More information more production
Your nearest service center

(1)

compact soil
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More information more production
Your nearest service center

(2)

over chemical fertilizer make acidity and compact soil. The root of rice can not go deeply for food, air and water

Sickness from sediment material
Rice is susceptible to diseases
How can we solve the problems ?
Advantages of compost
Local materials to be used for making compost
Method of preparing compost
How to take care of compost
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(3)

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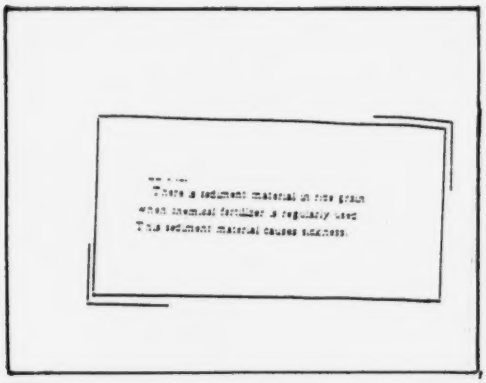

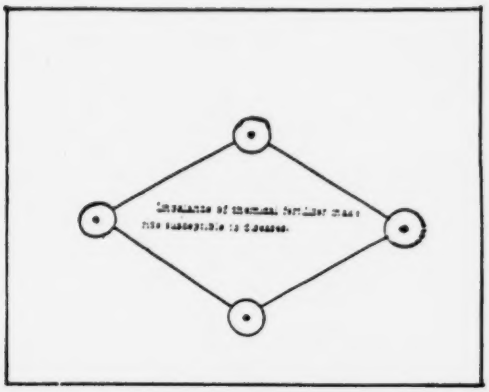

Rice is susceptible to diseases

How can we solve the problems ?

Advantages of compost

Local materials to be used for making compost

Method of preparing compost

How to take care of compost

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More information more production

Your nearest service center

(4)

This is a possible solution

How can we solve the problems ?

Advantages of compost

Local materials to be used for making comp

Method of preparing compost

How to take care of compost

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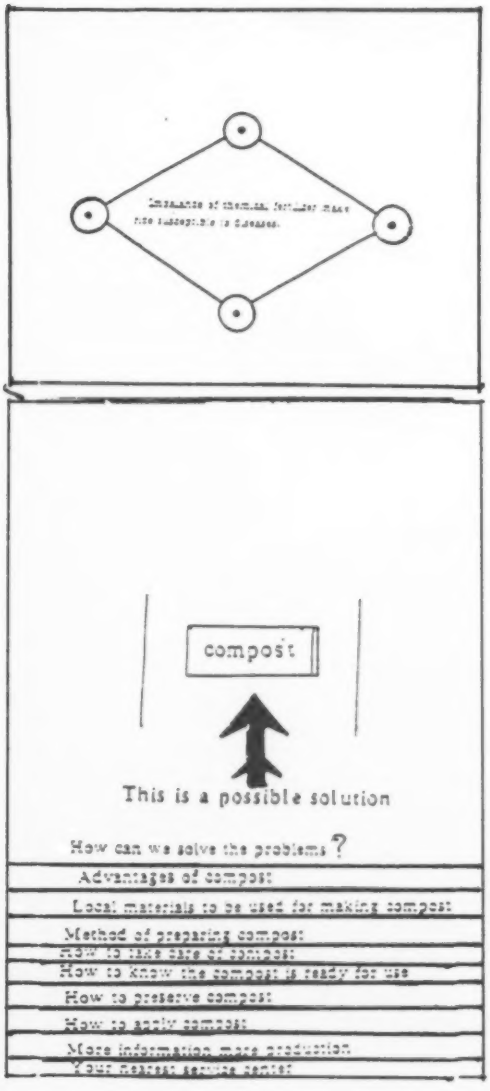
More information more production

Your nearest service center

(5)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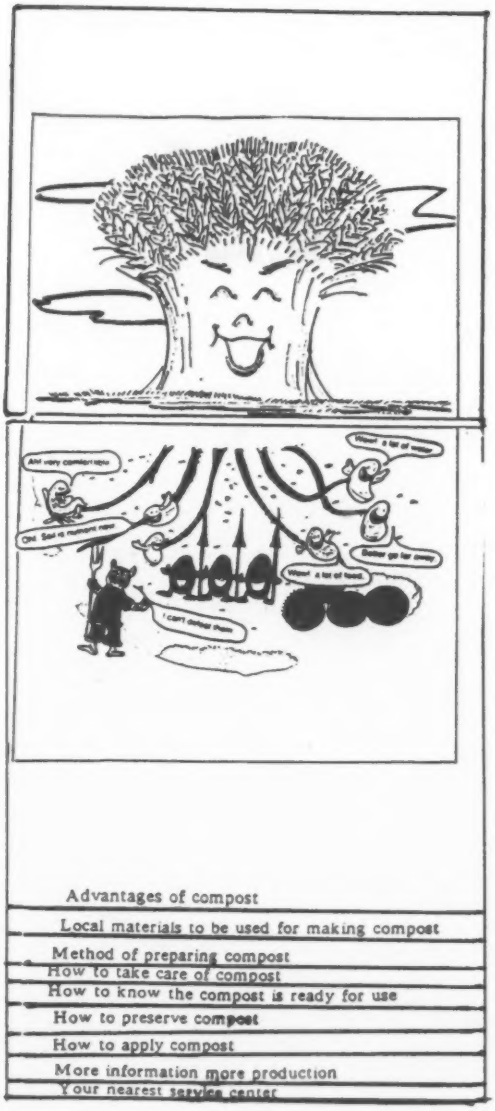
(6)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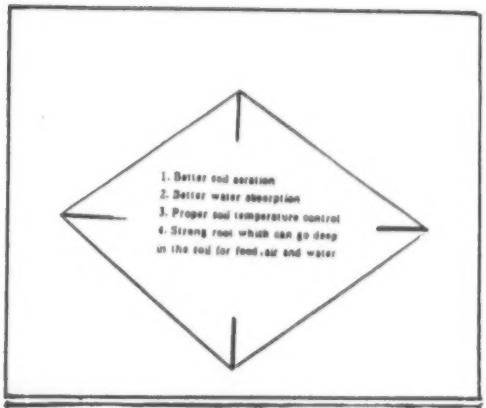

1. Better soil aeration
2. Better water absorption
3. Proper soil temperature control
4. Strong root which can go deep
in the soil for food, air and water

Local materials to be used for making compost

Method of preparing compost

How to take care of compost

How to know the compost is ready for use

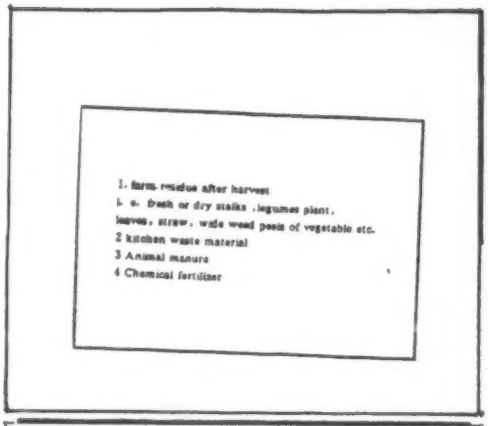
How to preserve compost

How to apply compost

More information more production

Your nearest service center

(8)


1. farm residue after harvest
i. e. Dash or dry stalks , legumes plant ,
leaves, straw, wide weed pests of vegetable etc.
2 kitchen waste material
3 Animal manure
4 Chemical fertilizer

Method of preparing compost

How to take care of compost

How to know the compost is ready for use

How to preserve compost

How to apply compost

More information more production

Your nearest service center

(9)

First : make a pile of farm residue up to 2—3 meter breadth , 30—40 centimeter height . The lengh will depend up on the waste availability. Thump it with feet or wooden eg. to make it compact , then water it throughly.

Second : Cover the compact compost pile with animal waste as much as possible and water it.

Third : spread liquid lime or urea fertilizer evenly on the pile of make a layer to decompose the waste.

Fourth : Spread soil up to 2-5 cm evenly over the pile or cover it to prevent evaporation of water.

How to take care of compost

How to know the compost is ready for use

How to preserve compost

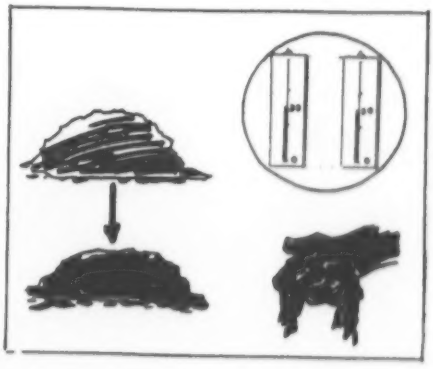
How to apply compost

More information more production

Your nearest service center

(10)

After 2 weeks the compost becomes warm inside . If the inside piece of compost is too dry we have to water it. Be sure that the material on top should go to bottom every 2 weeks to keep air aeration.



How to know the compost is ready for use

How to preserve compost

How to apply compost

More information more production

Your nearest service center

(11)

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1. the color of compost will turn to dark brown or black .
2. The temperature inside the compost pile will be equal to outside.
3. The ready compost will be soft and easy to spread.

(12)

Compost should be kept under shed or tree to keep of rain and to preserve nutrient.

How to preserve compost

How to apply compost

More information more production

Your nearest service center

(12)

How to apply compost

More information more production

Your nearest service center

(13)

Spread compost on farm and then plow the soil . Be sure that the composted soil should be left fallow for 2 weeks before planting rice .

The rice expert makes recommendation to the farmers to use compost mixed with chemical fertilizer .to get more production . So .be sure to consult the rice expert for more information at your nearest service center

More information more production
Your nearest service center

(14)

Your nearest service center

(15)

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ISSUES FOR DISCUSSION
1. Have you ever faced such and problems?
2. How did you solve these problems?
3. Is it possible to make compost for your own farm? why?
4. Will you make compost ? why ?

(16)

GUIDE FOR UTILIZATION

A. Objectives:

1)The problems of using chemical fertilizer
2)The importance and advantages of compost.
3)Value of waste in the rural areas.
4)How to produce the compost?

B. Target group:

Rural farmer

C. Application:

1) The instructor discusses informally with the rural farmers about the problems of using chemical fertilizer
2) After discussion, the instructor asks them for possible solutions in that locality.
3) Then, the instructor distributes the booklet and asks the learners to read thoroughly. The instructor should explain the process how to read the booklet.
   - Read the caption.
   - look at the picture above the caption
   - read the detail information from the back of the picture.
4) After reading, a discussion is encouraged for further understanding information and evaluation.
5) Other related reading materials (if any) should also be distributed to the learners for continuing reading.

(back cover)

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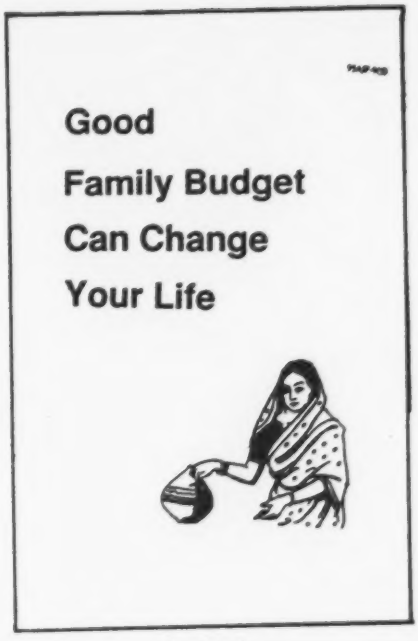
(5) Good Budgeting Can Change Your Life (booklet)



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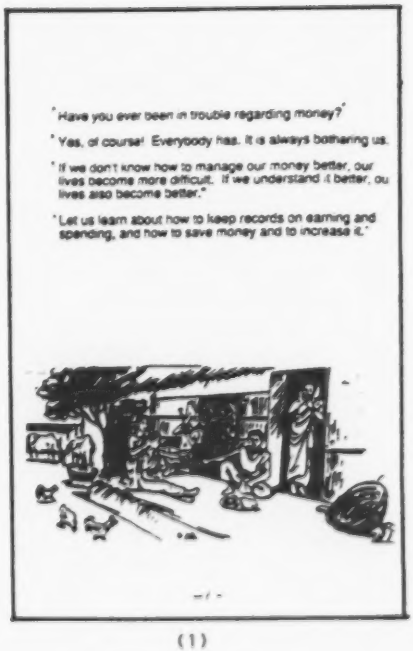
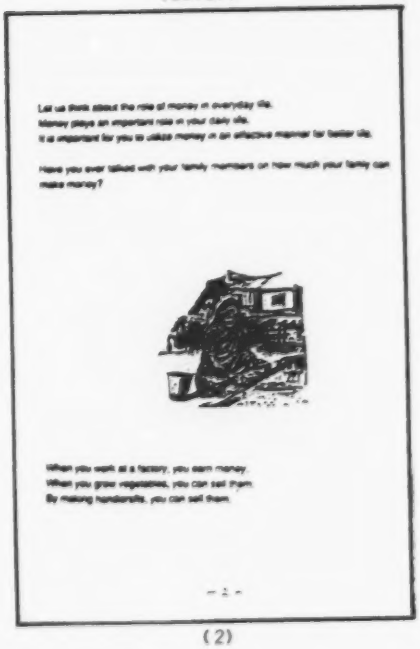

" Have you ever been in trouble regarding money?"
" Yes, of course! Everybody has. It is always bothering us.
" If we don't know how to manage our money better, our lives become more difficult. If we understand it better, ou lives also become better."
" Let us learn about how to keep records on earning and spending, and how to save money and to increase it."

(1)


Let us think about the role of money in everyday life.
Money plays an important role in your daily life.
Have you ever talked with your family members on how much your family can make money?
When you work at a factory, you earn money.
When you grow vegetables, you can sell them.
By making handicrafts, you can sell them.

(2)

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On what do you use money?
How much do you and your family spend?

On Food ____ On Farming Products & Equipments

On Education On Others.

(3)

There are times when you need large sum of money....
Such as when your child gets sick or your husband has an accident.

Or you plan to buy some new seeds, equipments to improve your farming.

Your children want to continue studying at school.

(4)

When you need large sum of money, what do you do?

XXX sells her bangles to pawn shop.

XXX borrowed money from his land owner.

Borrowing money is expensive in the long run. Because you have to pay more for the cost. There is a possibility of being stuck in the cycle of debt. Isn't there a way not to borrow money?

(5)

Don't be controlled by Money!
Control your own money.

Here are some ways to do it.

Plan what you need to buy. Try keeping records of earning and spending.

Include everything!
Don't forget to include cigarette, alcohol and other amenities.

(6)

Start saving money regularly! And build a capital.

You can save in a piggy bank.

You can open bank account and save at bank.

You can join co-operatives and save at their banks.

If you save 5 cents a week, in 6 months you will have saved 120 cents. In one year, you will have saved 240 cents.

From small beginnings come great things.
Saving is the key to good family budget.

- 7 -

(7)

Let's know a bank.

The bank offers the following services:
You can save money safely. Money saved in bank will earn interest.
You can withdraw money when you need them.
The bank may also lend money to you.

Let's fill out bank forms.

Filling out a savings deposit slip a sample.

You should keep record of your savings.

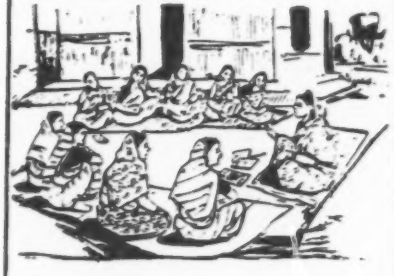
- 8 -

(8)

When there is a problem one cannot solve, often the problem can be solved with group co-operation.

Look around and discuss with other villagers on possible ways to change your village to improve your quality of life. There are many problems that is common to all members of the group. For example:

Getting clean water is a time-consuming hard labour.



There is no school for the children nearby.

- 9 -

(9)

To change the situation of the village, you can form group saving system.

Every member contributes a small amount of money.

Even individual's contribution is small, the total will be much greater.
The money collected can buy things to improve the life in your village.
In groups, you can buy pump wells.

Develop efficient irrigation system.

Build common compost.

- 10 -

(10)

77

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With the Group Saving, your village can....

Build schools, library.

Start co-operatives.

(11)

How capitals are increased.

GUIDE FOR UTILIZATION:

Aim:

1. To convey that good family budget is needed to improve family life.
2. In family budget, saving is the key to success.
3. Suggest that group saving is an effective way to improve family and village life.

Target: Women in general

Usage:

1. To raise awareness of family budget, discuss on family income and family expenditures.
2. List when and for what the learners needed money. And ask what they did to raise the money.
3. Explain family budgeting. How to keep records of earning and spending.
4. To avoid being in debt, explain the importance of saving.
5. Explain the role of bank and how to fill out banking papers.
6. Discuss on the problems faced by learners. Find out if they are common problems and ways to solve them.
7. Explain the system of Group Saving.

(12)

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AIDS Is a Preventable Disease!

Four Major Infection Routes:

You can be infected with the AIDS virus through ...

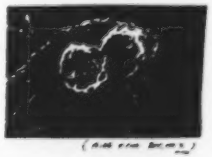
Sex with an AIDS-infected person (without using a condom)

Transmission from AIDS-infected mother to child

Sharing hypodermic needles or syringes
(Drug abusers are infected in this way.)

From AIDS-infected blood transfusion

What Is AIDS?



The AIDS virus destroys our body's immune system. The body then becomes easily sick and is lead to death.
The AIDS virus can only live in the body fluid such as blood. The main route for its infection is through sexual intercourses.

You can NOT get AIDS in these ways.

The AIDS virus cannot be transmitted through the air.

In buses and trains

In toilets or swimming pools

Coughs, sneezes food, drink or conversing

Shaking hands or mosquitos or pets

The ways in which it is possible to get AIDS are limited. There is no need to worry about being infected in normal everyday life at work or school.

An effective precaution is to use a condom.

If you're worried that you are infected, go for an AIDS test.

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(7) Animation Programme - Environmental Issues and Literacy

Draft Plan for Production of Animation Film/Video Programme on "Environment and Literacy"

1. Background

In recent years, the environmental problems have become very crucial at global level. It is one of the most significant challenges for the welfare of whole mankind to overcome this serious problem for the 21st century.

Under such circumstances especially the developing countries in Asia and the Pacific are facing various environmental problems such as air pollution, contaminated river and sea, deforestation and disposal of waste matters. On the other hand, in developing countries huge number of illiterates are living without enough knowledge on its cause and results. To protect environment and solve these problems it is indispensable for all to have accurate recognition of the present situation of their surroundings and to understand cause and result of on-going environmental destruction through literacy skills.

2. Objectives

- To raise awareness on environmental problems among people living in areas where environmental destruction is occurring.

- To encourage them to think what kind of actual actions they can take in order to protect their environment with knowledge gained through literacy skills.

3. Title

An attractive title suiting the story is to be selected.

4. Target Audience

Main targets: Illiterates and neo-literates who are facing the environmental problems in developing countries.

5. Story outline (draft)

(1)Mina who is living in a village in Asia has recently gained reading and writing skills in a literacy class.

(2)In these years, big floods often strike Mina's village in rainy season and whenever after the flood, many villagers get sick and a lot of houses are destroyed.

(3)Mina tries to find out the cause why the floods happen much more than before and finds out that it is caused by deforestation of nearby hills. Mina also learns the important roles that the trees are taking for their daily living through reading.

(4)Discussing the matter with her husband, Roy, Mina decides to convince the villagers to start planting saplings on the bare hills. Villagers are very reluctant to do so first, but, their finally start planting with enthusiastic persuasion of Mina and Roy.

(5)With the cooperative work by the villagers the bare hills are gradually becoming green and the floods do not frequently occur.

(6)One day Mina and Roy are taking a walk, they find a lot of dead fish floating on the river.

(7)Mina talks about this in the literacy class and the teacher says that the fishes are killed because the river is contaminated.

(8)They find that usual waste disposal by the villagers and discharge of polluted water from the factory make the river so dirty.

(9)The villagers start a clean-up campaign and also request the owner of the factory to stop discharging chemical-containing waste water into the river. Eventually, the owner apologizes to the villagers and promises to stop it.

(10) Several months later, rich and beautiful nature returns to Mina's village.

6. Planning & Production

Asia/Pacific Cultural Centre for UNESCO (ACCU)

7. Co-operation

Experts from Asian and Pacific Countries

UNESCO Principal Regional Office for Asia and the Pacific (PROAP)

8. Length of the Video Programme

15-20 minutes

9. Language used in the Video Programme

English (Production of national versions will be encouraged by distributing English versions to each country mainly in Asian/ Pacific region.)

10. Date of Completion

June 1994

5. Draft Plan of 11th Regional Workshop on the Preparation of Literacy Follow-up Materials in Rural Areas

1. Objective:

The objective of the Workshop will be to provide training experience to participants from UNESCO Member States in the region with focus on

_____

(practical agricultural vocational training for adults), specifically in the following areas:

- the study of needs and problems related with

  _____

  (agriculture (agronomy and horticulture) of the people in rural areas);
- the development and field testing of materials for neo-literates (materials including audio-visual)
- the evaluation and adaptation of neo-literate materials with special reference to AJP
- discussion on the distribution and utilization of neo-literate materials

2. Co-organizers:

- Asia/Pacific Cultural Centre for UNESCO (ACCU)
- _____
- UNESCO Principal Regional Office for Asia and the Pacific (PROAP)

3. Date:

November 1993 (12 days)

4. Venue:

_____

5. Participation:

(1) Participants:

Nomination of two participants from each country belonging to Group (A) below and of one participant from each country belonging to Group (B) below is to be received through respective National Commissions for UNESCO

Group (A) (South-western Asian countries)
Afghanistan, Bangladesh, Bhutan, India, Iran, Nepal, Maldives, Pakistan
(*from the host country up to four participants)

Group (B) (South-eastern Asian countries)
China, Indonesia, Laos, Malaysia, Mongolia, Papua New Guinea, Philippines, Thailand, Vietnam

(2) Resource persons:

(a) A few international resource persons will be invited from outside the host country.
(b)A few local resource persons who are experts on the contents of materials to be developed in the Workshop will be invited from the host country.

(3) UNESCO:

An expert each from UNESCO PROAP and from UNESCO Beijing will be requested to participate.

(4) Observers:

Observers from host country and international organizations (i.e. UNICEF, UNDP, ILO, FAO, World Bank) and NGOs may attend the Workshop at their own expense.

6. Qualification of the participants:

Either:

(a) One who is in a position responsible for planning, editing and producing literacy follow-up materials, preferably in the field of _____ (vocational training)
and/or
(b) One who is actually engaged in production of literacy follow-up materials (writer, illustrator, designer, etc.), preferably in the field of _____ (vocational training)
(Preference should be given to women.)

7. Programme:

Following activities will be undertaken during the workshop focusing on _____
(vocational training for adults (agronomy and horticulture)):

- Exchange of information among participants
- Understanding of the neo-literate materials produced in the host country
- Method of developing materials in relation to the curriculum
- Survey of the needs and problems in rural areas including analysis and relevance
- Development of effective and attractive neo-literate materials
- Evaluation and adaptation of neo-literate materials
- Field testing of the materials developed during the workshop and the new draft AJP materials
- Planning of effective distribution and utilization of the neo-literate materials

6. Draft Plan on the Ninth Sending of an International Mobile Team of Experts on Neo-Literate Materials to the National Workshop in Bhutan

1. Background

To provide training experiences for more literacy personnel in different countries, ACCU started in 1986 a programme of sending an international mobile team of experts to support national workshops organized by the respective countries. So far, the teams were sent to:

1st	Nepal	(1986)	Ministry of Education and Culture	(36 participants)
2nd	Indonesia	(1986)	Ministry of Education and Culture	(30 participants)
3rd	China	(1987)	State Education Commission	(34 participants)
4th	Vietnam	(1988)	Complementary Education Department, Ministry of Education	(25 participants)
5th	Pakistan	(1989)	Primary & Non-formal Education Wing, Ministry of Education	(33 participants)
6th	Malaysia	(1990)	Community Development Division (KEMAS), Ministry of Rural Development	(28 participants)
7th	Philippines	(1991)	Bureau of Non-formal Education, Department of Education, Culture and Sports	(32 participants)
8th	Mongolia	(1992)	Ministry of Education	(32 participants)

Following the World Conference on Education for All by the year 2000, Bhutan is committed to providing educational and literacy programmes for all its population. While the main emphasis of the education programme was in primary education, the Dzongkha Development Commission have introduced the skill-based literacy programme under the non-formal education programme for those young people and adults who did not get an opportunity for education, and those children who have dropped out of school and those who could not retain their literacy which has relapsed back to illiteracy. The aim of this programme is therefore to provide the basic skills in literacy, numeracy, history, customs, agriculture, health, nutrition, environmental science and law.

2. Objectives

As the non-formal education programme is a new concept for Bhutan, the objectives of the National Workshop is to develop more relevant materials for the non-formal education programme and to increase the competence and skills of national curriculum developers particularly for the non-formal education programme.

- to provide the participants with training on the development of literacy materials;
- to identify needs and problems of illiterates and neo-literates in Bhutan; and
- to prepare literacy materials catering to the needs of the people.

3. Co-organizers

- Dzongkha Development Commission, Bhutan
- Asia/Pacific Cultural Centre for UNESCO (ACCU)

with the co-operation of
- UNESCO PROAP
- Bhutan National Commission for UNESCO
- Japanese National Commission for UNESCO

4. Dates ___ October - ___ November 1993 (11 days)

5. Venue Olathang Hotel, Paro, Bhutan

6. Participants

15 participants
- senior NFE instructors,
- extension workers of agriculture and animal husbandry,
- textbook writers

7. Resource Persons from outside Bhutan: (Mobile Team of Experts)

1) _____ ( )
2) _____ ( )
3) _____ ( )

7. Draft Plan on the Second Sub-Regional Workshop on the Development of Basic Literacy Reading Materials for Adults in Asia and the Pacific (South-east Asian Region)

1. Background

Asia and the Pacific region is rich in culture, peoples and languages. This character is what makes this region diverse and full of aspirations. However, this region is also facing a problem of population increase at faster rate. Consequently, the number of illiterate adults is also growing.

The World Conference on Education for All (Jomtien 1990) has stressed the need for development of basic literacy reading materials to achieve 'Education for All'. The people who mostly in need of the basic literacy reading materials are in disadvantaged population such as women, street children, school drop-outs, slum dwellers, minority people.

With this as a background, ACCU is organizing jointly with the UNESCO Principal Regional Office for Asia and the Pacific (PROAP), the Second Sub-Regional Workshop

on the Development of Basic Literacy Reading Materials for Adults in Asia and the Pacific funded by the Japanese Funds-in-Trust for the Promotion of Literacy in Asia and the Pacific Region of the UNESCO PROAP under APPEAL. The First Sub-Regional Workshop on the Development of Basic Literacy Reading Materials for Adults in Asia and the Pacific was successfully organized in Calcutta, India in 1992 with the participants form seven south-west Asian countries. The Second Sub-Regional Workshop will invite participants form eight south-east Asian countries.

The Workshop aims to improve and produce basic literacy materials for people whose mother's language is not of the national language(s). Since 1993 has been proclaimed as "International Year for the World's Indigenous People," this Workshop will be in line with the proclamation.

2. Objective

(a)To discuss needs for effective basic literacy learning materials for minority population whose mother tongue is not the national language.

(b)To develop prototype basic literacy learning materials for them.

(c)To suggest ways and means for their effective use.

3. Organization

Organized by:
- Asia/Pacific Cultural Centre for UNESCO (ACCU)
- Department of Non-formal Education, Ministry of Education, Thailand
- UNESCO Principal Regional office for Asia and the Pacific (PROAP)

In Co-operation with:
- Japanese National Commission for UNESCO
- Thailand National Commission for UNESCO

4. Dates

17-28 January 1994 (12 days)

5. Place

Chieng Rai, Thailand

6. Participants (tentatively 9 countries)

-Three persons will be invited from following eight countries:
China, Indonesia, Laos, Malaysia, Mongolia, Myanmar, Philippines, Thailand and Vietnam

-A few resource persons will be invited.

-Observers from non-governmental organizations are welcomed.

7. Qualification of the participants:

Three participants from each participating countries is strongly suggested to be experts on the following categories as a team:

(1)People working with minority people's education. Working as team leader, director for adult literacy project.

(2)People working as trainers/supervisors for adult literacy programme.

(3)People who are materials developers such as illustrator, designers, etc.

As much as possible, the participants should be from minority communities themselves.

8. Expected Outcome

- Identification of needs for effective literacy learning materials for minority population whose mother tongue is not the national language.

- Development of prototype basic literacy learning materials for minority people.

- Formulation of ways and means for the effective use of basic literacy learning materials.

9. Programmes of the Workshop

- Exchange of information especially on basic literacy reading materials for minority people among participants.

- Evaluation and identification of problems and deficiencies in the existing basic literacy reading/learning materials

- Development of methods of developing and improving basic literacy reading/ learning materials in relation to the curriculum

- Preparation of effective (1) prototype basic literacy primer.

- Preparation of National Follow-up Activities

8. Draft Prospectus of 1993 Dissemination Scheme of National Versions of AJP Materials (Asian/Pacific Joint Production Programme of Materials for Neo-literates)

1. Objective

The objective of the Scheme is to assist the participating countries to produce national versions of AJP materials (translated and with necessary modifications to suit respective local situations) in large quantities, and to distribute them widely, thereby contributing to achieving the goal of APPEAL.

2. Content of Assistance

(1) ACCU provides the participating countries with a set of film positives which have been colour-separated for colour printing of the national version(s) adapted from the AJP prototype materials. (Up to two kinds of materials per country in a year)
(* Film positives is a set of 4 colour separated films for offset colour printing. Provision of films helps to reduce the production cost because preparing the film positives is one of the major costs in printing.)

(2) A part of the production cost of national version(s) is subsidized by ACCU's Noma International Literacy Fund. (* Up to ¥300,000 (approx. US$2,700) per country per year)

3. Adaptation for National Versions

Selection of materials:
From among the AJP prototype materials (46 kinds + New Guidebook) so far produced through regional cooperation, each country can select up to two materials to be produced as national versions under this Scheme. (See attached List of AJP Materials.) AJP prototypes may be considered as exemplary materials for producing national versions.

Modification for improved relevance:
Modifications to the content, text and illustrations of prototype materials are to be made then to the selected prototype materials to suit the local needs and life situations. Formats can be also changed according to the intended purposes of the materials. Modifications of materials are necessary to increase the effectiveness as learning resources for neo-literates.

4. Participating Countries

The following 18 countries are invited to participate in this Scheme:

Afghanistan, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Vietnam

5. Executive Organization

Each National Commission for UNESCO in the above 18 participating countries designates an executive organization to assume the responsibility of producing national versions in this Scheme. This Organization should be well acquainted with AJP and, preferably an organization implementing nation-wide literacy programmes.

6. Procedure for this Scheme

(1) Designating an Executive Organization

National Commissions for UNESCO in respective countries designate an Executive Organization for 1993 Scheme and inform ACCU.

(2) Application and Memorandum

The Executive Organizations apply to ACCU with the prescribed form after selecting prototype materials (two at maximum) from the List. Upon receipt of the Application, ACCU sends them Memorandum for production of AJP national versions.

(3) Preparation of Camera-ready Copy (type-set texts and original illustrations)

The Executive Organization prepares the camera-ready copy of the national version(s) adapted and modified from the prototype materials, and sends it to ACCU. Camera-ready copy consists of original illustrations and type-set texts. Please note the following points in preparing it.

(1)Please make the original illustrations slightly bigger than the trimmed (final) size, so that white space does not appear in the margin when it is finally printed. Also, do not directly draw lines to indicate the finished size on the original illustrations but specify the measurements on a separate paper attached to the illustrations. (e.g. using tracing paper)

(2)When the texts are to be printed on the coloured illustrations, please do not attach the type-set texts directly on the original illustrations, but specify the places where these texts should be inserted in the page on a separate sheet of paper and provide us with the type-set texts separately.

(4) Provision of film positives

Using the camera-ready copy sent to ACCU, ACCU produces a set of film positives for each material and sends it to respective Executive Organization by air mail.

(5) Subsidy for a part of production cost

ACCU subsidizes a part of production cost of national versions so that a certain number of copies are distributed free of charge, to the amount of not more than Âè300,000 (approx. US$2700) by the Noma International Literacy Fund. The remittance will be made to the designated bank account at the same time when the film positives are dispatched.

(6) Printing and submitting 10 copies to ACCU

The Executive Organizations print the national versions, 10 (ten) copies of which should be sent to ACCU immediately after completion of printing with the printing report sheet (sample attached). The national versions should be distributed widely and utilized as effectively as possible in the country.

(7) Reporting to ACCU

The Executive Organization is requested to submit a report to ACCU on the distribution, utilization and evaluation of produced materials not later than 6 months after the completion of materials.

7. ACCU/NOMA INTERNATIONAL LITERACY FUND

ACCU received donation from Kodansha Ltd. (a leading publisher in Japan, President : Mrs. Sawako Noma) in 1988 in the commemoration of the 80th Anniversary of Kodansha's foundation, for the development of literacy materials in Asia/Pacific. With this donation, ACCU established the Noma International Literacy Fund in 1989 for assisting the participating countries to produce the national versions of AJP materials.

The conditions of the subsidy are as follows:

(1) Total amount of subsidy to each country per year does not exceed ¥300,000 (approx. US$2700).
(2) Materials to be subsidized are for free distribution to appropriate organizations in the country.
(3) Credit line such as following should be printed at an appropriate place in each copy of the material:

> produced under AJP with the co-operation of Asia/Pacific Cultural Centre for UNESCO (ACCU) and Noma International Literacy Fund

8. Schedule

20 July 1993	Deadline for applications to reach ACCU
August 1993	Preparation & signing of "Memorandum" between Executive Organization and ACCU
31 October 1993	Sending of camera-ready copies (original illustrations and type-set texts) to ACCU
December 1993	ACCU sends film positives to Executive Organizations and financial assistance from ACCU/Noma International Literacy Fund through designated bank accounts.
28 February 1994	Sending of 10 copies of produced materials to ACCU
July 1994	Sending of evaluation report to ACCU

1993 Dissemination Scheme for the National Versions of AJP Materials

(Asian/Pacific Joint Production Programme of Materials for Neo-literates)

APPLICATION FORM
FOR PRODUCING AJP NATIONAL VERSIONS

1. Executive Organization

name: _____

position: _____

organization: _____

address: _____

_____

responsible person: _____

fax: _____ telephone: _____

cable address: _____

2. Titles of AJP Materials for National Versions

(title) (language)

(1) _____ _____

(2) _____ _____

3. Request for Assistance (Please check and fill out the underlined)

( ) We request film positives for printing

( ) We request financial assistance of _____ (local currency) or US$_____ [not more than ¥ 300,000 (approx. US$2700) in total]

4. Number of Copies to be Produced and Estimated Cost for Printing per copy

(1) _____copies, _____(in local currency) US$ _____

(2) _____copies, _____(in local currency) US$ _____

5 Finished Size of the Materials:

* Please confirm the finished size of your materials so that ACCU can prepare film positives of a suitable size for your printing facility.

	titles of materials	vertical (mm)	X	horizontal (mm)
(1)	_____	_____	X	_____
(2)	_____	_____	X	_____

6. Production Schedule: (month/year)

7. Distribution List

8. Bank Account for Financial Assistance

name of bank: _____

bank account holder's name: _____

bank account number: _____

address of bank: _____

Signature: _____ Date: _____

(name)
(position)
(organization)

* Please return this Application not later than 20 July 1993.
ACCU, No.6, Fukuromachi, Shinjuku-ku, Tokyo, 162, Japan

Report on Dissemination Scheme

1989 Dissemination Scheme [total: 8 countries; 13 kinds of materials]

Bangladesh	Mass Education Project	1) Let's Form a Cooperative (booklet) 2) Sanitation (poster)
China	Adult Education Section, Education Commission of Sichuan Province	1) Let's Safely Use Electricity (poster) 2) Let's Make the Home Clean (poster) 3) Raising Chickens (booklet)
India	Directorate of Adult Education	1) Raising Chickens for Additional Income (Hindi - booklet)
Iran	Literacy Movement Organization	1) Life of Water (booklet)
Malaysia	KEMAS	1) Let's Form a Cooperatives (booklet)
Maldives	National Commission for UNESCO	1) Useful and Simple Knowledge for Everyday Living (booklet)
Nepal	Adult Education Section, Ministry of Education	1) Let's Plant Trees (poster) 2) Sanitation (poster)
Papua New Guinea	Department of Education	1) Do You Know Numbers? (poster) 2) Baby's Food (booklet)

1990 Dissemination Scheme [total: 5 countries; 11 kinds of materials]

China	People's Education Press	1) Guidebook for Development and Production of Materials for Neo-literates
Iran	Institute for the Intellectual Development of Children and Young Adults	1) Tree Planting (poster) 2) Charcoal Water Filter (poster) 3) Useful and Simple Knowledge for Everyday Living (booklet)
Laos	Dept. of Literacy and Adult Education, Ministry of Education & Culture	1) Life of Water (booklet) 2) More Income by Tree Planting (booklet) 3) Let's Make the Home Clean (poster)
Thailand	Non-formal Education Department, Ministry of Education	1) Everyone's Water (poster)
Vietnam	Research Centre for Adult General Education, Ministry of Education & Training	1) More Income by Tree Planting (booklet) 2) Everyone's Water (poster) 3) How to Improve the Well System (poster)

1991 Dissemination Scheme [total: 7 countries; 20 kinds of materials]

China	Adult Education Dept., People's Education Press	1) Fish Need a lost of Oxygen (booklet) 2) Why Literacy for Women (booklet) 3) Mari and the Festival (booklet)
Indonesia	National Centre for Development of Learning Activities (BPKB)	1) Baby's Food (booklet) 2) Bamboo Handicrafts (booklet) 3) How to Improve the Well System (poster)

Laos	Dept. of Literacy & Adult Education, Ministry of Education	1) Fish Need a Lot of Oxygen (booklet) 2) Why Literacy for Women (booklet) 3) Do You Know Numbers (poster)
Nepal	Adult Education Section, Ministry of Education	1) Raising Chickens for Additional Income (booklet) 2) Balanced Diet (rotating pie-graph) 3) Water in Everyday Life (video programme)
Pakistan	Primary and Non-formal Education Wing, Ministry of Education	1) Raising Chickens for Additional Income (poster) 2) Baby's Food (booklet) 3) Let's Safely Use Electricity (poster)
Philippines	Children's Communication Center	1) More Income by Tree Planting (booklet) 2) Let's Read (poster)
Vietnam	Centre of Adult Education, Ministry of Education & Training	1) Mari and the Festival (booklet) 2) Why Literacy for Women (booklet) 3) Let's Read (poster)

1992 Dissemination Scheme **[total: 8 countries; 21 kinds of materials]**

Bangladesh	Dhaka Ahsania Mission	1) Proverb Card Game (card game) 2) Useful and Simple Knowledge for Everyday Living (booklet)
Indonesia	Directorate of Community Education	1) Let's Read (poster) 2) Why Literacy for Women (booklet)
Laos	Dept. of Literacy & Adult Education, Ministry of Education	1) Baby's Food (booklet) 2) Let's Form a Co-operatives (booklet)
Philippines	Children's Communication Center	1) Tree Planting (poster) 2) Why Literacy for Women (booklet)
Thailand	Non-formal Education Dept.	1) More Income by Tree Planting (booklet)
Vietnam	Continuing Education Dept.	1) Useful and Simple Knowledge for Everyday Living (booklet) 2) Let's Think about Our Population (poster)
Afghanistan	Literacy Affairs Office Ministry of Education	1) Why Literacy for Women (booklet) 2) Useful & Simple Knowledge for Everyday Living (booklet) 3) Tree Planting (poster) 4) Let's Wipe out Worms (poster) 5) Let's Read (poster)
Cambodia	UNESCO Phnom Penh	1) Fish Need a Lot of Oxygen (booklet) 2) Bamboo Handicrafts (booklet) 3) More Income by Tree Planting (booklet) 4) Let's Read (poster) 5) Charcoal Water Filter (poster)

9. Draft Prospectus of FOURTH ACCU PRIZES FOR FULLY ILLUSTRATED LITERACY FOLLOW-UP MATERIALS

1. Purpose of Awarding

The present scheme aims at contributing to the qualitative improvement of the standard of fully illustrated printed materials and audio-visual materials designed for illiterates and neo-literates in Asia and the Pacific where literacy follow-up materials are very much needed, by awarding prizes in honour of excellent works produced in the respective countries in the region.

2. Candidate Works

(1) Candidate works must satisfy the following conditions:

a. They must be printed or audio-visual (slide, video) materials specifically designed and produced for use or being used in teaching and learning of illiterates or neo-literates except national versions of *AJP materials.

*AJP material: materials produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates carried out by ACCU

b. They must be finished works. Original illustration or block copy are not acceptable.

c. Space of illustrations (i.e. non-text portion) must be a half or more of the total space of a page or sheet or of the work as a whole.

d. Language in the work must be one actually used in the country where the work was produced.

(2) As far as the conditions mentioned in paragraph (1) above have been satisfied, the candidate works may be:

a. in the form of cards, graphs, charts, wall charts, maps, atlases, newspapers, pamphlets, posters, slide, video, serial posters or any other form.

b. of any material such as paper, cardboard or cloth.

c. the ones produced by any of governmental or non-governmental institutions, organizations or enterprises. However, works produced by individuals are not acceptable.

3. Prizes and Honourable Mentions

Following prizes and honourable mentions will be awarded:

a. First Prize for 1 work	a certificate and US$1,500.00
b. Second Prize for 1 work	a certificate and US$1,000.00
c. Third Prize for 8 works	a certificate and US$ 300.00
d. Honourable Mention for few works	a certificate of commendation

4. Proposal of Candidatures

(1)The governmental and non-governmental organizations, institutions and enterprises developing literacy follow-up materials in the following countries are cordially invited to propose candidatures through the National Commission for UNESCO of each country.
Afghanistan, Bangladesh, Bhutan, Cambodia, China, Cook Islands, Fiji, India, Indonesia, Iran, Kiribus, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand, Tonga, Vietnam and Western Samoa
The above mentioned organizations, institutions and enterprises may also submit candidatures directly to ACCU.

(2)In proposing candidatures, the organizations are responsible for the supply to ACCU of:

a. a set of candidate works themselves

b. a copy of annexed form duly filled out for each of individual works

It should be noted that candidate works not accompanied by the annexed form or accompanied by the incomplete form are not acceptable.

(3)The maximum number of titles of candidate works are five per candidate body.

5. Closing Date and Address of Proposals

Closing Date: 10 April 1994

Address:	The Director-General Asia/Pacific Cultural Centre for UNESCO, 6, Fukuromachi, Shinjuku-ku, Tokyo, 162 JAPAN
Phone Number:	Tokyo, 3269-4445, 3269-4435
Facsimile Number:	Tokyo, 3269-4510
Cable Address:	ASCULCENTRE TOKYO

6. Schedule

September 1993	Invitation start
April 1994	Deadline
May 1994	Jury meeting
June 1994	Announcement

7. Returnability

The works once accepted will not be returned unless specifically requested for due reasons.

8. Selection

The selection of works in respect of which the Prizes are to be awarded will be made by an International Jury of several experts on literacy material development. The International Jury will meet in Tokyo in May-June 1994.

9. Criteria for Awarding of the Prizes

Selection for awarding the Prizes will be made in conformity with the following criteria:

a. Appropriateness of the substance in the light of the target audience. In other words, the degree of appropriateness of the substance of the work in the light of different conditions of the target audience. The target audience may differ in terms of their (a) level of literacy (e.g. beginning level, middle level, etc.) and (b) habitation area (e.g. rural agricultural area, suburban district, large town, slum area, etc.) and other conditions.

b. Understandability and effectiveness of illustrations. In other words, the degree of excellence of the illustrations in the work in making average people understand what such illustrations are aiming at; and also the degree of excellence of such illustrations in helping the target audience to understand fully the substance of the work.

c. Readability. In other words, the degree of excellence in smoothness of the development of story of the work.

d. Attractiveness. In other words, the degree of excellence in attractiveness of the work as a whole in arousing in the target audience an appetite to learn the substance of the work.

10. Announcement of Prize Winners

The result of the Jury meeting will be communicated to each of the winning bodies and organizations concerned in July 1994.

The certificates and prize money will be sent to each of the winning bodies soon after necessary communication with them.

11. Copyright

It should be understood in advance that the producer of the works are, by submission of them for candidature, *sine die* authorizing ACCU to use without royalties, the works accepted by ACCU, whether awarded or not, for non-profit-making purpose such as publicity.

ASIA/PACIFIC CULTURAL CENTRE FOR UNESCO

FOURTH ACCU PRIZES FOR FULLY ILLUSTRATED LITERACY FOLLOW-UP MATERIALS

ANNEXED FORM: Candidate Work and Body

A. Description of the Candidate Work

1. Title

_____

(in original language with Roman transcription)

_____

(English translation)

2. Date of Publication

_____

3. Name/s of Illustrator/s and Author/s of Text

_____

(illustrator/s)

_____

(author/s of text)

4. Number of Copies Published

_____

B. Candidate Body

_____

(responsible person)

_____

(postal address)

_____

_____

(facsimile number or cable address)

_____

(telephone number)

C. Target Audience of the Candidate Work

1. Level of Literacy (e.g. beginning/middle/self-learning/etc.)

_____

2. Habitation Area (e.g. rural/slum/suburban district/town/etc.)

_____

3. Specific Target, if applicable (girls/women/small tribe/etc.)

_____

D. Content of the Candidate Work

1. Major Subject

_____

2. Synopsis of the Candidate Work (an English translation of full text may accompany if considered appropriate)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX

1. Schedule
2. List of Participants
3. Agenda
4. General Information
5. Opening Speeches

1. SCHEDULE

7 June (Monday)

9:30	Leave Fairmont Hotel
9:45-10:00	Registration
10:00-10:30	**Item 1: Opening of the Meeting** (1) Opening address by ACCU and UNESCO (2) Self-introduction by the participants **Item 2: Election of Office Bearers** **Adoption of Agenda and Schedule**
10:30-10:45	*Recess*
10:45-12:30	**Item 3: Presentation of Reports** (1) UNESCO Report (2) ACCU Report (3) Participants Reports (Bangladesh, Bhutan, Thailand, Vietnam)
12:30-14:00	*Lunch hosted by ACCU (Papyrus)*
14:00-15:30	**Item 4: Presentation of Newly Produced Materials:** **AJP Materials and National Versions** (1) Mother's Milk is Best for Your Baby (stand) (2) "Mina Smiles" (animation video programme) (3) "Mina Smiles" (booklet) (4) "Street Children and Literacy" (video) (5) New Guidebook for Development and Production of Literacy Materials (6) 1992 AJP Meeting Report (7) 10th R. W. Report, China (8) 8th N. W. Report, Mongolia (9) 1st S. R. W. Report, India (10) National Versions of AJP Materials
15:30-15:45	*Recess*
15:45-16:30	**Item 4:** (continued)
18:30-20:00	*Welcome Dinner hosted by Director-General at Chinzanso (Japanese Garden Restaurant)*

8 June (Tuesday)

9:30	Leave the Hotel
9:45-11:15	**Item 5: Improvement and Adoption of New Drafts for AJP Materials** (1) How to Graft Fruit Trees (set of video, poster and booklet) (2) How to Fumigate Safely (pamphlet) (3) Rice Disease Control (booklet) (4) Rich Soil Makes Healthy Crops (booklet) (5) Good Budget Can Change Your Life (booklet) (6) AIDS is a Preventable Disease (poster) (7) Animation programme - Environmental Issues and Literacy
11:15-11:30	*Recess*
11:30-12:30	**Item 5:** (continued)
12:30-14:00	*Lunch*
14:00-15:00	**Item 6: Planning of Literacy Workshops for 1993** (1) Eleventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific (2) Ninth Sending of an International Mobile Team of Experts on Neo-Literate Materials Development to the National Workshop
15:00-15:15	*Recess*

15:15-16:00 **Item 6:** (continued)
(3) Second Sub-Regional Workshop on the Development of Basic Literacy Materials for Adults in Asia and the Pacific
17:50-18:30 *Dinner at Kabuki-za*
18:35-20:55 *Invitation to Kabuki Play at Kabuki-za: Renjishi*

9 June (Wednesday)
9:30 Leave the Hotel
9:45-11:15 **Item 7: Discussion on Other ACCU's Regional Literacy Programmes**
(1) Dissemination Scheme of National Versions of AJP Materials
(2) Fourth ACCU Prizes for Fully Illustrated Literacy Follow-up Materials
(3) Co-Production of Literacy Promotion Animation Videos in Asia and the Pacific
(4) Others
11:15-11:30 *Recess*
11:30-12:30 **Item 8: Evaluation of ACCU's Literacy Programmes and Discussion on Future Plans**
(1) Materials Development Programmes
(2) Personnel Training Programmes
12:30-14:00 *Lunch Party Hosted by ACCU at Torijaya*

2. LIST OF PARTICIPANTS

1. Bhutan
Mr. Thinley Wangdi
Secretary
Bhutan National Commission for UNESCO
Ministry of Social Services

2. Thailand
Dr. Tongyoo Kaewsaiha
Deputy Director-General
Department of Non-formal Education
Ministry of Education
Bangkok

3. Vietnam
Mr. Nguyen Xuan Thang
Acting Secretary General
Vietnamese National Commission for UNESCO
Hanoi

UNESCO PROAP
Mr. T. M. Sakya
Educational Adviser
APPEAL Coordinator
UNESCO Principal Regional Office for Asia and the Pacific (PROAP)
Bangkok

ACCU
Tetsuo Misumi (Mr.)
Director-General

Shigeo Miyamoto (Mr.)
Executive Director

Yasushi Murao (Mr.)
Director
Book Development & Literacy Department

Book Development & Literacy Division

Shinji Tajima (Mr.)
Director

Shigeru Aoyagi (Mr.)
Assistant Director

Taeko Kurokawa (Ms.)
Head, Literacy Section

Misako Ohnuki (Ms.)
Senior Programme Specialist

Hisako Motoyama (Ms.)
Programme Specialist

Rika Yorozu (Ms.)
Programme Specialist

Observer

Mr. Kazuhiko Okada
Deputy Director
International Affairs Planning Division,
Bureau of Science and International Affairs,
Ministry of Education, Science and Culture
Tokyo, Japan

3. AGENDA

Item 1: Opening of the Meeting
(1) Opening address by ACCU and UNESCO
(2) Self-introduction by the participants

Item 2: Election of Office Bearers
Adoption of Agenda and Schedule

Item 3: Presentation of Reports
(1) UNESCO Report
(2) ACCU Report
(3) Participants Reports (Bangladesh, Bhutan, Thailand, Vietnam)

Item 4: Presentation and Evaluation of Newly Produced Materials: AJP Materials, Reports and National Versions
(1) Mother's Milk is Best for Your Baby (stand)
(2) "Mina Smiles" (animation video programme)
(3) "Mina Smiles" (booklet)
(4) "Street Children and Literacy" (video)

(5) New Guidebook for Development and Production of Literacy Materials
(6) 1992 AJP Meeting Report
(7) 10th R. W. Report, China
(8) 8th N. W. Report, Mongolia
(9) 1st S. R. W. Report, India
(10) National Versions of the video "How to Develop Literacy Materials for Women.
(11) National Versions of AJP Materials

Item 5: Improvement and Adoption of New Draft AJP Materials
(1) How to Graft Fruit Trees (set of video and poster)
(2) How to Fumigate Safely (pamphlet)
(3) Rice Disease Control (booklet)
(4) Rich Soil Makes Healthy Crops (booklet)
(5) Good Budget Can Change Your Life (booklet)
(6) AIDS is a Preventable Disease (poster)
(7) Animation programme - Environmental Issues and Literacy

Item 6: Planning of the Literacy Workshops in 1993
(1) Eleventh Regional Workshop on the Preparation of Literacy Follow- up Materials in Asia and the Pacific
(2) Ninth Sending of an International Mobile Team of Experts on Neo-Literate Materials Development to the National Workshop
(3) Second Sub-Regional Workshop on the Development of Basic Literacy Materials for Adults in Asia and the Pacific

Item 7: Other ACCU's Regional Literacy Programmes
(1) Dissemination Scheme of National Versions of AJP Materials for '93-'94
(2) Fourth ACCU Prizes for Fully Illustrated Literacy Follow-up Materials
(3) Co-Production of Literacy Promotion Animation Videos in Asia and the Pacific
(4) Others

Item 8: Evaluation of ACCU's Literacy Programmes and Discussion on Future Plans
(1) Materials Development Programmes
(2) Personnel Training Programmes

4. GENERAL INFORMATION

The Asia/Pacific Cultural Centre for UNESCO (ACCU), Tokyo will organize a 1993 Planning Meeting on the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas with support from UNESCO Principal Regional Office for Asia and the Pacific (PROAP) and the Japanese National Commission for UNESCO in Tokyo from 7 to 9 June 1993 on the following lines:

1. Purpose of the Meeting

The purposes of the Meeting are (1) to discuss literacy programmes of ACCU to be carried out under regional co-operation such as adoption of new AJP prototype materials for neo-literates in rural areas in Asia and the Pacific and planning on the training of personnel at

Regional, Sub-regional and National Workshops, (2) to evaluate ACCU 's literacy programmes of personnel training and materials development, and (3) to discuss future plans of ACCU's regional literacy programmes, thereby contributing to the APPEAL (Asian/Pacific Programme of Education for All) carried out by UNESCO PROAP.

2. Time and Place

The Meeting will be held at the meeting room in the Japan Publishers Building in Tokyo from 7 to 9 June 1993.

3. Participants

The UNESCO National Commissions of the following four countries will be asked to nominate a person who is in a responsible position for carrying out literacy programmes in his or her country and familiar with the regional literacy programmes of ACCU, to attend the Meeting:

Bangladesh, Bhutan, Thailand and Vietnam

The UNESCO Principal Regional Office for Asia and the Pacific (PROAP) will also be requested to send a representative to participate in the Meeting.

4. Topics

The proposed topics for discussion will be as follows:

(1) Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)

a. Presentation of Newly Produced Materials

b. Improvement and Adoption of New Draft AJP Materials

c. Dissemination Scheme of National Versions of AJP Materials

(2) Organization of Literacy Workshops

a. Eleventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific (proposed venue: Bangladesh, November 1993)

b. Ninth Sending of an International Mobile Team of Experts on Neo-Literate Materials Development to the National Workshop (proposed venue: Bhutan, October 1993)

c. Second Sub-Regional Workshop on the Development of Basic Literacy Materials for Adults in Asia and the Pacific (proposed venue: Thailand, January 1994)

(3) Other ACCU's Regional Literacy Programmes

a. Fourth ACCU Prizes for Fully Illustrated Literacy Follow-up Materials

b. Co-Production of Literacy Promotion Animation Videos in Asia and the Pacific

c. Others

(4) Evaluation of ACCU's Literacy Programmes and Discussion on Future Plans

a. Materials Development Programmes

b. Personnel Training Programmes

5. Materials and Report to be Prepared

The participants are requested to prepare a country report (approx. 3-5 pages on A4 size paper) on the following topics and bring 15 copies for the circulation in the Meeting:

(1) Recent situation and problems faced in the literacy programmes.

(2) The situation of production and utilization of national versions of AJP materials.

(3) Proposed themes for future AJP materials and suggestions for further improvement of AJP programmes with review of ACCU's literacy programmes in the country.

And to bring recently produced national versions of AJP materials.

6. Financial Arrangements

ACCU will provide each participant with a return air ticket (normal economy class) and a daily subsistence allowance of 17,000 Japanese yen from 6 to 9 June 1993.

7. Accommodation

Single rooms at the Fairmont Hotel (2-1-17, Kudan-Minami, Chiyoda-ku, Tokyo 102 Japan; phone: 3262-1151, fax: 3264-2476) have been reserved for the participants.

8. Working Language

The working language of the Meeting will be English.

9. Correspondence

All correspondence concerning the Meeting should be addressed to:

The Director-General
Asia/Pacific Cultural Centre for UNESCO (ACCU)
6, Fukuromachi, Shinjuku-ku,
Tokyo, 162 Japan

Cable Address: ASCULCENTRE TOKYO
Telephone: (+81-3) 3269-4445, 3269-4435
Facsimile: (+81-3) 3269-4510

5. OPENING SPEECHES

by Mr. T. M. Sakya
Educational Adviser
APPEAL Coordinator
UNESCO Principal Regional Office for Asia and the Pacific (PROAP)

Dear Mr. Misumi, Director General
Mr. Miyamoto and other colleagues of ACCU
My dear friends Dr. Tongyoo, Mr. Thang and Mr. Wangdi
Ladies and gentlemen,

It is always a moment of joy for me to be in ACCU. Please allow me to express once again my heartfelt pleasure and joy for having the opportunity to come to ACCU again. Mr. Mayor, Director-General of UNESCO and Mr. Ahmed, Director of UNESCO PROAP have sent their sincere gratitude and thanks to ACCU for cooperating with UNESCO to fulfill the goals for APPEAL, that is Education for All.

As you all would recall that we have now more than decade's experience in developing learning materials for neo-literates under AJP programme working closely with the Member States of UNESCO. Recently we have started a work for basic literacy materials as well. In the mean time, UNESCO have been able to develop "APPEAL Training Materials for Literacy Personnel (ATLP) to help the countries to improve their literacy curriculum, developing teaching methods and training of teachers and other literacy personnel. All along UNESCO PROAP and ACCU have been working together in all their activities. This has been appreciated by the Member States very much.

If we look back to the history of our efforts, we have many reasons to be satisfied. Before AJP programme started, literacy and neo-literate materials were developed and produced in very poor quality. People used to look down upon the literacy materials as third rate works. Thanks to AJP, that now literacy and neo-literate materials have become more attractive, interesting and useful. This has set examples to the countries not only in Asia and the Pacific, but also to many countries in other regions. Many countries in Asia and the Pacific have adopted or adapted AJP materials into their national version. Following the example of AJP, they themselves have produced many good learning materials. This have tremendously helped to improve literacy programme in Asia and the Pacific.

We are happy to notice that many countries have achieved remarkable success to achieve high literacy status both through literacy programme as well as through primary education. They have a vast number of neo-literates and literates now who need further education in the form of continuing education. Therefore APPEAL Coordination Committee has instructed to UNESCO PROAP to develop continuing education of various types suited to different needs and aspirations for youth and adults. UNESCO PROAP has been developing manuals for six types of continuing education. They are (a) Concepts and Principles of Continuing Education, (b) Manual for Post Literacy Programme, (c) Manual for Equivalency Programme, (d) Manual for Income Generating Programme, (e) Manual for Quality of Life Improvement Programme. (f) Manual for Individual Interest Promotion Programme and (g) Manual for Future Oriented Continuing Education Programme.

In future Continuing Education will play very important role because the scenario of Asia and the Pacific is changing very fast. Many countries are moving into fast lane of socio-economic development, democratic process and fight for human rights are making big head ways. Minority and oppressed people especially women are demanding their rights vigorously. We the educationists in general and non-formal educators in particular must be able to be helpful in this historical process of change. Therefore we must continuously examine our vision, mission, strategy, methods and tools. Otherwise we will be out-dated and redundant.

On the part of UNESCO, APPEAL has been in the process of the soul searching process. We have been actually forced to change due to our own internal problem and also because of external pressure. Although the change process is always painful, ultimately it will revitalize the organization.

After one decade of prototype materials production, regional and national training workshops, ACCU may also like to self examine its strategies and method in line with the changing circumstance. But I must congratulate ACCU for already taking up some new initiatives such as ACCU has upgraded its contents going more for continuing education aimed

at improving income generating process and already producing technically advance learning materials such as animation video. I would like to take this opportunity to congratulate and commend to the Director General, Executive Director, Mr. Tajima, Mr. Aoyagi, Miss Kurokawa, Miss Ohnuki, Miss Hisako, Miss Rika for their dedication and hard work for the cause of literacy and continuing education in Asia and the Pacific. For that matter whole staff of ACCU deserve compliment.

I would like to take this opportunity to express our heartfelt gratitude to the Government of Japan for providing financial support to literacy materials development projects under Japanese Funds-in-Trust as well as direct support to ACCU. Millions of illiterates and neo-literates are very grateful for this fine gesture to the Government and people of Japan.

In the end let me remind us once again that our ultimate goal is not curricular development, learning materials development, training of teachers and per se but our ultimate goal is to help the common people of Asia and the Pacific to improve their quality of life and living standard so that they can live and work as a decent human being of the world. We must continuously examine our programme whether we are making adequate contribution toward the broader goal. Let us hope that under the leadership of Mr. Misumi who is very learned and dynamic leader this Meeting will be the beginning towards new phase of our programme.

Thanks.

by Mr. Tetsuo MISUMI
Director-General
Asia/Pacific Cultural Centre for UNESCO (ACCU)

Mr. Sakya, Representative of UNESCO,
Distinguished Participants,
Ladies and Gentlemen,

It is my great pleasure to say a few words of greeting, on behalf of the Asia/Pacific Cultural Centre for UNESCO, on the occasion of the Opening of the 1993 Planning Meeting on the Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas.

First of all, I should like to extend my hearty welcome to all the distinguished participants who have come all the way to attend this Meeting. I should also like to express my deep appreciation to Mr. Sakya of UNESCO PROAP for sparing us his precious time.

Taking this opportunity, I am very glad to inform you that our Centre has changed its name to Asia/Pacific Cultural Centre for UNESCO (ACCU) effective from this April, to make clearer the scope of the region which the Centre serves.

ACCU has been conducting, in full co-operation with the UNESCO Member States in Asia and the Pacific, and with strong support from UNESCO, a variety of regional co-operative programmes in the fields of literacy, book development and culture.

ACCU places high priority on its literacy programmes in view of the fact that they directly contribute to rural development in the region. With the eradication of illiteracy by the year 2000 as the grand objective of follow-up activities for the International Literacy Year of 1990, ACCU has been making further efforts for the betterment of its literacy programme and the achievement of APPEAL's goal.

It may be needless to say that one of the vital factors which brings success to literacy activities in each country is availability of appropriate materials. Particularly in the case of neo-literates, quality materials and literacy personnel training play an indispensable role.

In view of this, since 1981, in cooperation with many experts in the region, ACCU has been carrying out a programme for the development of prototype materials for neo-literates. So far 46 kinds of prototype materials have been developed and published in various local languages one after another. The reason why these materials have been accepted and used in so many countries, is that their contents are very relevant to the actual village life of respective countries. Furthermore, since 1983, more than 400 experts in literacy work have been trained through regional and national workshops organized or assisted by ACCU.

I am very glad to inform you of the AJP materials and regional and national workshops developed since the 1992 AJP meeting.

As for the AJP materials, "New Guidebook for Development and Production of Literacy Materials" was published at the beginning of this year and is gaining a very good reputation not only in Asian countries but also in other regions. I wish to express my hearty gratitude to all the experts who kindly contributed to the compilation of the New Guidebook.

As for the video films, the animation video "Mina Smiles" for the campaign of the literacy movement, and the video film "Street Children and Literacy" were produced, and they will be presented to you during the meeting.

Last year, the Tenth Regional Workshop on the Preparation of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas was organized in Dalian, China and an International Mobile Team of Experts on Neo-literate Materials was sent to Ulaanbaatar, Mongolia to participate in the national workshop on the preparation of literacy follow-up materials. Besides, the First Sub-Regional Workshop on the Development of Basic Literacy Reading Materials for Adults in Asia and the Pacific was organized in Calcutta, India, with financial assistance from Japanese Funds-in-Trust from the UNESCO PROAP.

I should like to take this opportunity to say many thanks to UNESCO PROAP and other experts concerned for their efforts.

Thirteen years have passed since ACCU's regional literacy activities started in 1981, including the AJP Programme. I should like to express my thanks again to Mr. Sakya and Dr. Tongyoo for their contribution from the first stage. We are now at the very important stage of launching a new phase of the Programme in which we can expand it rapidly towards further development. I should like to ask UNESCO to continue and strengthen its assistance to the Programme. And I should also like to ask for the further cooperation of Member States in this Programme.

I should like to invite your comments and suggestions on new draft materials, on 11th Regional Workshop including future themes, sending of an International Mobile Team of Experts to Bhutan and regional and sub-regional workshops mentioned on the agenda.

On the 9th of this month, the wedding ceremony of the Crown Prince will be held, and this Country is now in an atmosphere of celebration. I am very sorry to have to ask you to remain in the meeting room for three days. I believe, however, your devoted work will bear fruitful results.

Apart from the meeting, we have arranged for you a visit to the Kabuki Theatre so that you may see a "Kabuki" play. I hope all of you will find this most enjoyable.

Thank you.